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ABSTRACT

The staff of a college is its single greatest resource, and its most significant capital investment. It is the collective manager of the college mission and purpose. As the purpose changes, so must the staff have opportunities to change and develop. This sourcebook presents selected approaches to staff development in community colleges. It includes a development program for administrators; perspectives on staff development in Florida and Illinois; unique problems of Canadian colleges; a model for use with part-time instructors; efforts to create a caring staff community; a model from Quebec; perspectives on staff development by academic discipline organizations; workshop processes for instructional development; methods of evaluating staff development programs; and a pertinent literature review and bibliography. Contributors include: Terry O'Banion, editor, A. Robert DeHart, Charles R. Novak, Barbara K. Barnes, Gordon Campbell, Jackie Moe, David W. Cox, Marcel Riendeau, James A. Glynn, Gregory L. Goodwin, Rita B. Johnson, Stuart R. Johnson, Albert B. Smith, Andrew Alvarado, and Elizabeth Rinnander. (RT)

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developing staff potential

terry o'banion
issue editor

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New Directions for Community Colleges
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Terry O'Banion, Issue Editor

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editor's notes

Community colleges have always provided opportunities for their faculty members to learn about the students attending the institution, to keep up with new developments in their field, and to explore new approaches to teaching. These "inservice training" activities became ritualized in the fall faculty orientation sessions, the ubiquitous but unused professional library, and an occasional trip to a conference or workshop. By the end of the 1960s such activities had become traditional in an institution that prided itself on non-traditional approaches and ideas.

With the seventies, however, came a new realization of the need for assisting all staff members in the institution to become better prepared for facing the "toughest tasks of higher education." Inservice training became staff development. New activities within the institution and a new professional group, the staff development facilitators, began to appear in community colleges all across the U.S. and Canada.

The importance of this new development was stated in the preface of *People for the People's College*, a report to the U.S. Congress by the National Advisory Council on Education Professions Development in 1972, later issued by the University of Arizona Press as *Teachers for Tomorrow: Staff Development in the Community Junior College:* "The quality of education in the community junior college depends primarily on the quality of the staff. Community junior colleges can enroll increasing numbers of students; they can develop a variety of educational programs; they can house these students and programs in attractive facilities; but all these efforts will avail little if their stafff are not highly competent and well prepared for the unique tasks assigned them by this new venture in American education."

Reflecting this new national interest in staff development, the Second National Assembly of the American Association of Community and Junior Colleges met in Washington in November 1973 to discuss the topic "New Staff for New Students." Staff development had become the major concern of community college leaders all across the country. The recommendations of the Assembly were read into the *Congressional Record* by Representative William Lehman on December 14, 1973.

> The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.
>
> But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves—*must have*—opportunities to adapt and change, too.
>
> The Assembly recognizes the accelerated and even headlong rush of change in our society. We recognize that community and junior colleges, perhaps more than any other segment of the educational community, are obliged to respond to the iron imperatives of a period in which our whole society must learn to manage change and increasing scarcity with imagination, ingenuity, and—we hope—with some modicum of grace. Such management of change in our colleges must begin with our staffs who, by their skill and their example, may help our students learn what is needful for them.
>
> This Assembly urges in the most vigorous terms that community and junior colleges accept staff development as a first-rank priority and give to it the same total institutional commitment that is accorded to its other programs and curriculums.

Since the 1973 Assembly, interest in staff development has increased considerably. National and state conferences and workshops have been held, a national faculty development newsletter has been created, and numerous dissertations and articles have been written on the subject. In 1977 the continuing interest is expressed in four regional workshops on staff development conducted by the American Association of Community and Junior Colleges. Another confirmation is the results of a 1977 survey of major priorities of leading administrators in the forty-eight colleges of the League for Innovation in the Community College, in which staff development emerged as the highest priority.

This issue of *New Directions for Community Colleges* is further testimony of high interest. It is perhaps too early to describe the state of the art completely, but there are creative and yeasty stirrings across the country that are worth sharing. In this issue we have attempted to focus on areas that have, heretofore, been neglected and to share the perspectives of some professionals who are new to publishing.

Robert DeHart, president of De Anza College in California, suggests that the management staff must participate in a strong development program or "it is unlikely that they will create the environment which permits for the enlargement of the talent of others on campus." Based on stated management principles, the program is integrated with the regular work activities of managers.

In their research at the University of Illinois, Charles Novak and Barbara Barnes have reviewed the perceptions of major groups regarding staff development in two states that are leaders in staff development programs: Florida and Illinois. They found that administrators, as a group, in both states share similar perceptions; and faculty members share similar perceptions. However, not unexpectedly, the perceptions of the two groups are quite different. Obviously, these results have important implications for designing appropriate programs for different constituencies within the same institution.

Some Canadian provinces, especially Quebec and Ontario, have also provided leadership in staff development. Gordon Campbell, the leading authority on Canadian community colleges, analyzes the community college scene in Canada and points out the difficulty of and need for organizing national staff development activities.

Staff development programs to date have concentrated on full-time instructors. But now that more than half of all community college faculty members are in the part-time category, they are receiving increasing attention. From her experience as coordinator of the part-time staff development program at Eastfield College in Dallas, Texas, and with information from a national survey on part-time staff development programs, Jackie Moe formulates a model program for part-time staff.

When he was dean for student development at Brevard Community College in Florida, David Cox and a group of his colleagues attempted to create a caring community as the ultimate staff development experience. Cox notes that "a caring community is a professional greenhouse where there is great warmth and nourishment for staff development." The activities involved in creating a caring community are detailed in this article, and a realistic appraisal identifies some successes and some failure.

Agencies external to community colleges also provide staff development, and the next three articles show how a university, an academic discipline organization, and a nationally funded project contribute to the development of staff members.

Universities in Canada, unlike universities in the U.S., have not had teacher education programs. Such programs are quite recent and still novel in Canada but are beginning to be accepted. The University of Sherbrooke in Quebec is unique in its attention to the community college through its special program, Performa. Designed by Marcel Riendeau, the program could be a model for U.S. universities that wish to better serve staff members in community colleges.

Professional associations and academic discipline organizations have always been major sources of staff development. In recent years these national organizations have defined more specific staff development activities for their constituencies. Gregory Goodwin, chairman of the social science department at Bakersfield College, and James Glynn, associate professor of sociology at Bakersfield, discuss the role of the American Historical Association and the American Sociological Association in developing the community college staff. For instructors with strong academic leanings, the discipline organizations may offer the best opportunity for improving teaching.

The Health Instruction Exchange, a W. K. Kellogg funded project of the League for Innovation in the Community College, is an effort to train instructors in the design of self-instruction materials. Rita and Stuart Johnson, who have taught thousands of educators how to use their approach, assist allied health faculty members in preparing self-instruction packages. The project will produce more than two hundred replicable packages, but the by-product of staff development for more than four hundred teachers may be the more important outcome.

What is the value of all this staff development? Unfortunately, we do not know. Albert Smith of the University of Florida observes, "There are very few if any effective evaluative models being implemented in community college staff development programs." Smith outlines a primer on evaluation and suggests applications appropriate to staff development.

Finally, Andrew Alvarado and Elizabeth Rinnander of the ERIC Clearinghouse for Junior Colleges offer a summary of resources on staff development of particular importance to community college educators.

The assumption that staff development leads to better programs, more effective instruction, and improved organizational development—and thence to improved student development—is untested. Nevertheless, community colleges are providing increased resources for these programs, and in this preliminary state-of-the-art issue some promising practices are described and some sound suggestions offered for next steps. In an issue some five years hence, I hope that we will have more information, more evidence, on the positive effects of developing staff potential. If not, there will then be no need for an issue on staff development programs.

Terry O'Banion
Issue Editor

Management development activities *must be guided by an inservice management development* program *if individual and college goals are to be realized.*

the continuing education of administrators

a. robert dehart

There was a time, not too long ago, when any discussion of staff development had to begin with a persuasive rationale convincing others that the topic was worth pursuing. Today there is no argument with the assertion that the quality of a college depends primarily on the quality of its staff, and if that quality is to grow and flourish, then a systematic, well-conceived way of continuously developing that staff must be operating. Furthermore, it is especially important for the management staff to have a strong developmental program. If administrators do not feel that developmental activities for themselves are important, then not only will the managers suffer, but they will be unlikely to create the sort of environment which stimulates the talents of others on campus.

Continuing inservice management development—like staff development generally—is only now coming to be accepted by a substantial number of colleges as an important function. This delay is a little surprising, since the chief purpose of a college is the development of people. So why not its own? Leadership in inservice development has actually come from the business world, which long ago recognized that managerial obsolescence was one of the greatest liabilities—greater than product or equipment obsolescence. That is why IBM reports it has more classroom space than a university of thirty thousand students. Finally, community college leaders are beginning to recognize and do something about this critical factor. But quality leadership can only be assured if community colleges mount a planned, systematic effort that will keep administrators abreast of current knowledge, technology, and practices.

It is not unusual to find management development *activities* in a good community college. It is unusual, however, to find these activities integrated in a comprehensive management development *program*. One college that has achieved such integration is De Anza College in Cupertino, California.

management development at De Anza College

When De Anza opened its doors for the first time ten years ago, the student services staff, even in that hectic first year, initiated weekly meetings devoted entirely to inservice development. The dean in charge had recruited his staff in order to follow some new directions, especially in counseling methods and special education, and since not everyone was equipped to follow those directions, some training was necessary.

Encouraged by the response of his staff during that first year, the dean then proposed that the administrative group also set aside time for such planned activities, starting with sensitivity training and team building. Despite the many horror stories nine years ago about such activities, the college's major administrators accepted his proposal, employed an experienced psychologist, and launched the first inservice activity for administrators. The group met bi-weekly for most of the afternoon during that second year and has continued short shots of some form of interpersonal relations training ever since—the latest a quarter-long course on Transactional Analysis.

The success of that initial inservice activity has led to a variety of others: on-campus workshops designed by the administrators as well as those conducted by others, off-campus workshops conducted by professionals and professional associations, planned travel groups to exemplary programs at other colleges, and an administrative leave program. Beneficial as these experiences were, however, they were not part of an overall program. Only during the past two years have attempts been made to conceive and offer a program that would incorporate all diverse activities in a comprehensive model of management development for administrators.

This last step was taken because key administrators became increasingly aware that we needed a comprehensive development program for *all* staff members, especially the management group. I first proposed an institutionwide staff development program in 1972 in an opening-of-school address (DeHart, 1972). Since various administrators were coordinating numerous ad hoc activities for their staffs, it seemed an appropriate time to institutionalize these activities and employ a full-time professional to manage the program.

This first proposal, however, was not fully embraced by the faculty, and it was not until 1975 that enough agreement existed to organize a fully funded, comprehensive staff development program. Although all operating units of the college in 1977 are not equally enthusiastic supporters and users of the services available through the Staff Development Office, the administrative group consistently plans inservice activities. As a consequence, the administrators of the college are more actively engaged in development than is any group in the college, except possibly the student services staff. Now in its second year under the leadership of a full-time staff development specialist, the program has been stepping up its activities and is emerging as one of the college's most exciting and successful ventures.

program principles and organization

In moving from numerous, often disparate, activities to a planned program, the administrative group has evolved some general guiding principles for organizing, designing, and operating the Management Development Program (MDP):

- Management is a profession with a body of knowledge, a theoretical base, and skills that must be acquired, sharpened, and constantly updated. Individuals expecting to become and to continue as career managers must accept the attendant professional development responsibilities.
- Statements concerning the knowledge, skills, and responsibilities expected of all De Anza administrators are continuously available and updated periodically.

- The MDP is individualized whenever possible. Administrators are not expected to have the same developmental needs, pursue identical activities, or proceed at uniform rates. A variety of modes of learning are encouraged. However, each administrator is expected to plan and to carry out an individualized career plan (CP).
- Those college developmental needs that require management change and/or development are the key focus. These are generally expressed in the college's mission statement, the master plan, and annual statements of objectives by administrators.
- An annual inventory of individual and college needs is made before scheduling activities, to ensure that each administrator has an opportunity to express his or her views.
- Administrators are expected to keep their vita files current so that they are better able to determine their CPs and develop appropriate MDP activities. The vita file is also used for annual performance evaluations.
- Career planning is encouraged for both those seeking promotion and those seeking entry positions. Potential administrators within the staff will be encouraged to participate in MDP activities.
- Whenever possible, persons already on the staff are trained to lead inservice activities.
- All MDP activities scheduled are publicized to all staff members.

Given the above principles as guides, a task group drafted a description of the MDP, submitted it to the administrators for criticism, and arrived at the following policy statement:

Mission. The purpose of the Management Development Program is to provide opportunities for the continuing development of an effective, professional management team that can lead De Anza College toward its stated goals.

Objectives. The MDP provides the activities to

(1) coordinate personnel policies and college planning related to management development.

(2) assist administrators and potential administrators in career development planning.

(3) identify individual and college requirements for developmental training.

(4) identify, design, and evaluate various developmental training strategies for obtaining both the college's goals and those of individual administrators.

(5) maintain a current file for each administrator that records professional achievements, developmental activities, and career planning.

Administration. The staff development specialist (SDS), who has charge of all staff development in the college, is responsible to the president for the operation of the MDP. The MDP advisory committee, with representatives from each job specialty segment, is appointed, with advice from the president's cabinet, for a two-year term. The staff development specialist and the president are ex officio members. The advisory committee assists the specialist in planning activities and training strategies that will carry out the mission and objectives of the MDP.

Structure. In moving from an activities orientation to a program base, it is important to develop a structure so as to coordinate—and, wherever possible, to integrate—related personnel policies, college planning, and the annual workplan of each administrator. At De Anza the following documents and procedures are taken into account: the college's mission statement and masterplan update procedure; personnel policies on the evaluation and salary increases of administrators; and each administrator's vita file, job description, annual statement of objectives, and career plan. These items, although their names may differ, are common to most colleges. However, recognition of their interrelatedness is crucial if administrators are to engage in meaningful and appropriate developmental activities. College needs as they are identified through college planning can be merged with individual needs if the appropriate program structure exists. And only when it does can the college be said to have a program rather than a lot of disparate activities of interest to administrators.

Supervisors, individual administrators, and the person in charge of the MDP must share responsibility for this integration. At such times as masterplans are being updated, objectives established, promotions and salary schedule advancement considered, and evaluations conducted, supervisors are expected to coach, counsel, and advise their administrative associates on individual developmental needs. Each dean is responsible for assuring that the vita file and the Career Plan are annually updated by each administrator working in his or her section. The president conducts a similar review with the deans. The individual administrator reviews policies and planning guides as they relate to his or her job specialty, makes an annual

Career Plan, and keeps the vita file current. He or she should consult the supervisor to find out what needs to be done to improve job performance and to continue personal development. The evaluation interviews emphasize not only job performance but career planning and dvelopmental activities. The staff development specialist's role is to consult with key administrators, review and analyze the above policies and plans, and use such other assessment instruments as required in recommending an annual achedule of activities to the MDP advisory committee.

Structuring the MDP on this integration principle assists in designing annual activities keyed to college needs and reduces the fadism that tends to creep into inservice activities. Thus the MDP is less likely to be perceived as a "do good" program attempting to "improve" people than to be seen as an essential element in institutional change and organizational development.

Design. The emphasis on individualization requires participation in diverse activities at a pace consistent with current job responsibilities. Some of these activities are offered to the entire management team, some to smaller groups, and others to individuals through independent study. Some activities are designed to take a year or more, some a few days, and some just an hour or two. A variety of training strategies—for example, off-campus retreats, mediated learning packages, and independent reading programs—are available. Below are some of the activities that are considered in the annual MDP design.

- Workshops, Seminars, Courses
  Designed and offered at De Anza
  Sponsored by professional associations such as the Association of California Community College Administrators (ACCCA) and the California Community and Junior College Association (CCJCA).
  Offered by professional development companies, such as the American Management Association (AMA), University Associates
  University graduate and special training programs
- Independent Study
  Mediated commercial or local packages
  Basic management literature list
  Current management journals and periodicals
- Conferences
  Academic discipline, management, and job specialty confer-

ences offered by professional associations and universities
Conferences planned and offered by De Anza

- Professional Improvement Leaves
  Three-month administrative leave each four years
  Sabbatical leave
- Professional Association Activity
- Travel
  Team travel to exemplary programs
  Travel programs approved for leaves
  Exchanges
- Return to the Firing Line
  Periodic opportunities, at least on a part-time basis, for performing the service that is being managed will be arranged. In other words, academic administrators would teach, learning center administrators would serve in one of the specialist roles, student services administrators would counsel or operate a student service.

activities

Activities in all these categories have been offered at De Anza during the past ten years, even without a comprehensive MDP. All qualified administrators have taken leaves for professional improvement; travel teams have visited all parts of the country; conference attendance by some administrators has not always been as regular as one might wish, but the college has sponsored four major national conferences; administrators are active in their professional associations; administrators have on occasion practiced what they manage; and independent study has offered new opportunities.

On-campus management workshops have been especially helpful during the past five years. These workshops usually meet one hour or more a week for a twelve-week period. Examples include Current School Law and Finance, Research and Innovations in Community Colleges, Budget Practices in Community Colleges, Governance and the Community College, Transactional Analysis, Institutionalized Racism, and Institutionalized Sexism.

costs

The Staff Development Program at De Anza has always used hard money. Perhaps if grants had been available, more would have happened sooner; perhaps not. A certain gestation period is necessary in innovative efforts like this, and more money might not have made as much difference as one might think.

The MDP does not have a separate budget—funding is included as part of the larger Staff Development Program budget. The MDP budget is approximately 20 percent of the budget shown below.

STAFF DEVELOPMENT BUDGET 1976-77

Salaries		$23,641
Staff Development Specialist	$17,822	
Half-time Secretary	5,499	
Student Aide	320	
Office Expenses		2,300
Supplies	700	
Printing	1,000	
Organization Memberships	100	
Travel and Conference	500	
Program Expenses for Staff Development		32,700
Certificated Instruction (Hourly)	21,200	
Exemplary Program Travel	6,000	
Off-campus Workshops, Conferences	5,500	
Total Expense Budget		**$58,641**

Some staff development activities cost nothing (administrators on three-month leaves every four years receive full pay but no replacement is hired; university graduate work is not reimbursed) and some produce income (De Anza workshops and courses). The staff development specialist also organizes and administers a great many compatible inservice courses for local elementary and high school educators so that a major portion of his salary can be underwritten by that service. Other budgets also support staff development activities—such as conference and travel budgets for administrators, sabbatical leaves, and a $35,000 instructional innovations program—and are not included in this budget.

the future

Management development activities at De Anza have been a bootstrap operation, and staff members have often felt they were inventing the wheel. Assistance from outside professional experts and local university graduate schools has been generally disappointing. Although persons from other community colleges have consulted with us on specific problems, they have not been very helpful for management training. Nevertheless, the De Anza management team has continued its interest in inservice activities, perhaps because the good has clearly outweighed the bad. The program will continue to grow in quality to the extent that members of the administrative team contribute to its development. A sound management development program can only be designed by those for whom it is organized.

In California, collective bargaining has had a major impact on management development. At De Anza the number of people considered managers has increased from about a dozen to more than forty. Though this change places greater demands on the MDP, the change is healthy because it forces consideration of the management and leadership needs of a group who have performed administrative tasks yet had few opportunities for development. Collective bargaining may restrict faculty development efforts, but it should increase management development activities.

It is important for a college to design and operate its own inservice management development program, but it is also important to cooperate with other interested groups outside the college. It is expensive and time-consuming to carry on complete developmental activities for each administrator. For example, on a regional or statewide basis, colleges could cooperate in providing training sessions for new division chairmen or for other special needs that are common across the colleges. One professional organization that is attempting to assist is the Association of California Community College Administrators. A new Management Development Institute being formed by ACCCA will offer participating colleges a great many of the activities described in De Anza's MDP.

conclusion

In community colleges there is a great reservoir of untapped administrative talent which existing institutional environments have failed to develop. Relatively few people make a serious or sustained effort to live up to their potential. Generally this failure is not due to laziness or self-satisfaction but to a working environment that does not afford sufficient opportunity or encouragement for development. Human beings too often accept lesser opportunities because they have not been supported and challenged to develop their potential more fully.

The greatest challenge facing a president—and the other managers as well—is how to create an environment that encourages and provides opportunity for the continuing development of a competent, highly motivated, up-to-date staff. At the core of such an environment must be a strong staff development program.

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Since its opening ten years ago, A. Robert DeHart has been president of De Anza College, a community college in Cupertino, California, which currently enrolls twenty-one thousand students. He has served for seven years on the board of directors of the California Community and Junior College Association, heading committees on such subjects as student services, institutional research, and instruction. Currently, he is completing his second term as president of the 1000-member Association of California Community College Administrators.

Community college professionals offer their perceptions of staff development programs in Florida and Illinois.

Florida and Illinois: views on staff development

charles r. novak
barbara k. barnes

Illinois and Florida, two states with large community college systems, have long demonstrated an interest in staff development programs. Indeed, since 1968 Florida community colleges have received special state funding for staff and program development. In addition, the Florida Division of Community Colleges assists institutions by providing guidelines and helping them evaluate their programs and use their funds efficiently. Although staff development in Illinois community colleges is supported by local institutions instead of the state, these colleges are equally committed to this goal.

Given this demonstrated concern, a plan was conceived as part of the Community College Project at the University of Illinois in early 1973 to conduct two similar but separate studies in both states. Their purpose was to examine how community college professionals—faculty members and administrators—perceive inservice professional development programs. The Illinois study, which was completed in the fall of 1974, was based on a random sample of three hundred professionals. The Florida study, finished a year later, reported the views of a random sample of 350 professionals.

The Illinois respondents comprised 72 administrators, 134 faculty members, and 94 division chairpersons. In addition to questionnaire items on staff development, they were asked about how long they had served in the community college and what type of educational training they had had. The respondents were asked to rate the "desirability" of various policies and activities according to what they perceived to be desirable (of greatest benefit) to teaching faculty members.

The Florida respondents–58 administrators, 195 faculty members, and 97 student personnel workers–answered questions on their years of service in the community college, their prior work experience, and their desire to continue working in a community college. Unlike their colleagues in Illinois, the Florida participants were asked to rate items according to what was "desirable" for them personally, not for the faculty.

In spite of the differences in the sample groups and the rating standards, the two studies were jointly developed and used the same questionnaire items and methods of data analysis. The questionnaire statements were based on the professional literature on staff development and on descriptive statements of operating institutional staff development programs. The questionnaire included items regarding program objectives, outcomes, administrative structure, program format, incentives, and evaluation. The results are reported in general terms for ease of comparison.

components of staff development

Purposes. Seven goals for inservice staff development programs were identified: developing a greater understanding of the national mission of the community college, enhancing the confidence and self-worth of each staff member, developing a greater understanding of the mission and role of the local community college, developing greater professional competence in the subject appropriate to each staff member, developing greater competence in instruction, increasing a sense of "community" among the staff members, and increasing an understanding of the needs and characteristics of community college students.

The three groups in the Illinois study, administrators, faculty members, and division chairpersons, all gave the highest ratings to understanding students and increasing instructional abilities. The goals dealing with the national mission, developing "community," and understanding the local college were deemphasized by all three.

The overall results of the Florida study were very similar to those of the Illinois study. All three Florida groups gave the highest priority to developing better teaching skills and techniques and to understanding students. Unlike the Illinois participants, however, the Florida respondents also gave a "highly desirable" rating to understanding the purposes and functions of the local college. Low ratings were given to understanding the national mission, increasing a sense of "community," and enhancing the personal growth opportunities of college staff. As noted, the Illinois respondents agreed with the Floridians about mission and "community"; on the other hand, they saw personal growth as a "somewhat desirable" goal of staff development.

An examination of the responses of the subgroups also reveals an interesting pattern. The administrative groups from both states gave assessing and meeting the needs of community college students the top priority; however, the faculty members, student personnel workers, and division chairpersons gave it the second highest priority, reserving their highest rating for increasing the instructional abilities of each staff member.

Outcomes. This portion of the two studies, which dealt specifically with the training outcomes of inservice development programs, produced results consistent with those described above. This correlation is not surprising, since purposes and outcomes are obviously interrelated. As might be expected, Illinois faculty members and administrators were split along traditional lines. The administrators saw a need for inservice activities concerned generally with community colleges and particularly with the mission of the local college. Faculty members and division chairpersons, however, considered these activities to be less desirable. Florida administrators and faculty members agreed with their Illinois counterparts, but Florida student personnel workers tended to have the same perceptions as did the two groups of administrators. The Illinois and Florida administrators and student personnel workers apparently feel that faculty members should know more about the operations and mission of the community college, while the faculty members from both states and the Illinois division chairpersons believe that faculty members should know more about teaching their subjects.

A similar alignment appeared regarding the development of student-centered vocational, academic, and personal enrichment programs. Faculty members from both states and the Illinois division chairpersons gave these types of activities low desirability ratings, whereas both groups of administrators and the Florida student personnel workers perceived these kinds of training activities as desirable.

This contrast between the subgroups was evident again in an analysis of outcomes that directly affect classroom teaching (such as writing behavioral objectives and making audiovisuals). Faculty members from both states and the Illinois division chairpersons perceived these outcomes as highly desirable. Administrators from both states agreed, but not as strongly. The Florida student personnel workers rated these concerns with classroom teaching as less important than did all the other subgroups.

Administration. The most controversial items for the respondents in both studies were those statements related to who should be responsible for the overall direction and control of the staff development program. The choices included (separately and in combination) a staff development officer, a released-time faculty member, a college dean, a division chairperson or program coordinator, a permanent committee of the faculty, and an interested, informal group of representative staff members.

The total group of participants in both studies viewed all of the possibilities as "somewhat undesirable." However, the Florida administrators were most supportive of formal arrangements, in which a staff development officer held an administrative position or a staff development officer worked primarily with a college advisory committee. Conversely, Florida faculty members and student personnel workers preferred informal administrative structures and rejected suggestions of formal control over a staff development program. The Illinois subgroups' responses were very similar, except that the Illinois administrators did not perceive the use of a staff development officer in an administrative position as feasible; instead they chose to give the responsibility for staff development to division chairpersons or program coordinators. Like the Florida faculties and student personnel staffs, the Illinois faculty members and division chairpersons preferred informal structures controlled primarily by the faculty.

Clearly, there is no consensus regarding who should be responsible for staff development programs. Not only are all groups reluctant to name any mode of operation as desirable, but the polarity of their views on this subject is more pronounced than it was on the two previous topics. One compromise solution is the appointment of a permanent advisory committee of staff members who would provide some continuity and accountability while simultaneously giving nonadministrative staff members an element of control.

Formats. This section of the questionnaire was concerned with how and where a staff development activity might take place. The choices ranged from having internal staff members serve as resource persons for programs to using outside consultants. The possible procedures included the use of special funds for professional travel and the establishment of cooperative relationships with other community colleges or senior institutions in order to develop comprehensive staff development programs.

In general, the sample groups from both states found all the formats acceptable. All agreed it was highly desirable to cooperate with other community colleges and senior institutions in presenting timely training activities. And they concurred that inservice training programs should include both noncredit and credit courses, seminars, and short workshops.

The only major difference of opinion in the Illinois study was related to professional travel. Illinois faculty members and division chairpersons considered the provision of special procedures to allow for conference travel to be a desirable aspect of a staff development program. Illinois administrators did not agree. All three Florida groups considered professional travel to be a necessary part of the staff development program, but a subgroup cross-cutting the three main groups—Florida respondents with ten or more years of service—viewed this as a less desirable method for enhancing professional growth. There was one additional subject of disagreement in the Florida study: planned staff retreats. Florida administrators viewed this kind of activity as a necessary part of a staff development program, while the faculties and student personnel staffs viewed it as much less desirable.

In spite of these few differences of opinion, the general acceptance of the format statements allows us to form a picture of a desirable staff development program. Such a program would continue throughout the academic year. Internal and external consultants would conduct activities, primarily during regular college hours, that include simple demonstrations, minicourses, workshops, seminars, and graduate course work. These would be offered at the local college or nearby universities.

Rewards and Incentives. This portion of the two studies was designed to explore several questions. What kinds of inducement would most encourage staff participation in inservice training programs? What kinds of reward should staff members receive for participation? The possibilities included released time, promotions, monetary stipends, salary increases, required participation, and personal and professional enrichment.

All the faculty members and division chairpersons felt that they should be awarded salary increases or monetary stipends for participation in staff development activities. The administrators from both states did not agree. In fact, the Illinois administrators not only rejected the idea of increments and stipends but recommended that participation in staff development activities should be used as one measure in evaluations for promotion and tenure. Illinois faculty and division chairpersons felt that using participation in staff developments activities as a criterion for promotion and tenure was undesirable.

Disagreement also developed in the Florida study with regard to released time. Florida faculty members and student personnel workers perceived released time for participation in staff development activities as a highly desirable incentive; Florida administrators, however, did not.

Although all groups perceived personal and professional growth to be the most desirable incentive and reward for participation in staff development activities, a number of questions were raised about other methods for providing incentive and reward. Nonadministrative staff members in both states tended to view methods for blending staff development programs with instructional evaluation procedures as undesirable. As noted above, administrators responded more favorably to these types of processes; further, administrators perceived required participation in inservice activities as more desirable than did their faculties.

The question whether participation in staff development activities should be taken into account in promotion and tenure is a crucial one. Most authors writing about staff development indicate that the program should be clearly separated from the institution's staff evaluation program. Yet others argue that staff development and staff evaluation are but two sides of the same coin and insist that institutions deal with the integration of staff development and evaluation. These two studies provide information which shows how difficult the problem is.

Evaluation. The data on evaluation refer to program evaluation, not participant evaluation. The choices available to the respondents ranged from experimental design techniques to processes designed to elicit individual participant reactions and testimonials about the value of development activities.

All groups agreed that evaluation based on the overall objectives of the staff development program was most desirable. There were differences of opinion, however, regarding the type and method of evaluation that would be most beneficial. Administrators perceived formal methods of evaluation as more desirable than did the other groups. For instance, the Florida administrators viewed standardized tests as a highly desirable evaluative technique, whereas the faculty and student personnel workers perceived them as less desirable. In Illinois the administrators viewed the use of experimental evaluative designs as more desirable than did their faculty members and division chairpersons. Nevertheless, both studies did reveal an interest and desire on the part of all the sampled groups in evaluating the effectiveness of staff development activities.

concluding comments

The combined results of the Florida and Illinois studies suggest two major conclusions for the developers of inservice training. First, the needs and interests of special groups in the institution should be taken into consideration in planning staff development programs. Not unexpectedly, faculty members are more interested in teaching than they are in the nature and mission of the community college. Consequently, their first development activities should focus on instruction. If these are successful, faculty members might be willing to examine the community college as an institution. Such study may not make them better teachers, but an increase in their understanding of the mission of the institution should make for more satisfied administrators.

The fact that administrators—presidents and deans—are more concerned about the purpose of the college than they are about instruction is also understandable. Their roles apparently require such concern because they must represent the institution to the community, to other educational institutions, and even to their own faculties. But why do administrators want instructors to give priority to their views rather than to teaching, which is the work of the faculty and which is crucial to the success of the college? Just as administrators are sometimes exasperated with the faculty for not understanding the nature of the institution, so faculty members can become exasperated with administrators for not placing enough stress on teaching. Staff development programs that work will take these differences in perception into account.

The second conclusion has to do with control and accountability. As we have seen, all the administrators emphasized structure; and for them, measuring instructional improvement and evaluating program effectiveness had high priorities. The other groups found such emphases much less desirable. Perhaps it is inevitable that administrators and faculty will disagree on these issues. Staff development is a new activity in the community college, and there is no tradition regarding who should be in charge. But all groups should be aware that more than one form of control can succeed. Even though administrators generally did not favor turning over responsibility for staff development to a group of the faculty, there are colleges operating model programs under this structure. And even though the faculty members, student personnel workers, and division chairpersons did not prefer vesting staff development responsibility in an office of staff development or an administrator, there are colleges operating model programs under these structures also.

Furthermore, staff development activities intersect where individual and institutional needs meet. If meeting individual needs is the aim, then perhaps faculty members should be in control. If institutional needs are primary, perhaps administrators should be in charge. A sound staff development program, of course, responds to both kinds of need and recognizes their complementary nature. Therefore, the satisfactory resolution of how a new program is to be organized is the most important staff development activity in which either administrators or faculty can participate.

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The diversity from province to province of Canada's two-year colleges presents unique staff development problems. A national forum to share ideas and resources is proposed.

professional development in Canadian colleges: a national perspective

gordon campbell

One out of every three Canadians is either teaching or being taught. Thus, quantitatively at least, education in Canada is a formidable enterprise. And one of its fastest growing components has been the two-year colleges. Acute political leadership and a massive infusion of funds within the past fifteen years made possible not only growth but also variety in these post-school, nondegree institutions, the latest addition to Canadian education. They have been grafted on to provincial structures in different ways. Some provinces wedged colleges between secondary schools and universities, thus linking one to the other. Others created colleges as alternatives to universities, alternatives that specialize almost exclusively in career training leading directly to employment. Difference and divergence therefore characterize the nature and purpose of Canadian community colleges. Viewed nationally, they mirror the religious, linguistic, and economic groupings that comprise the Canadian mosaic. Indeed, one's understanding of the special interests and aspirations of Canada's colleges can be only minimal apart from a knowledge of the demography and cultural complexities of the country.

Consequently, this article will first sketch the total context in which education is managed in Canada so as to provide a perspective on the assortment of issues involved in teacher renewal; then examine some initiatives currently under way, particularly as they concern college-university relations; and finally return to the national realities with a specific proposal for a national professional development center.

the country and its colleges

The geographical distances and topographical conditions of Canada give rise to strong political, social, and cultural variations. Canada is the second largest country in the world. Its 3.8 million square miles and its 22 million people provide a population density of 6 inhabitants per square mile, compared with France's 240 or the Netherlands' 928 (OECD, 1976). The empty vastness of the prairies and the northland contrasts with the jam-packed population in the major cities huddled along the Canadian-American border. Geographical and climatic conditions have not only militated against one strong centralized government, they have tended to weaken east-west provincial alliances and to forge north-south links with the United States. The resulting American influence in the educational and cultural life of Canada (not to mention economic life) is a source of disenchantment for many Canadians. Canadians in search of their identity would not find it reflected on the magazine stands, for example, because 98 percent of periodicals that appear there are published in the United States. The nature of the situation has been well characterized by Northrop Frye, the University of Toronto scholar and critic. Addressing a symposium in Washington on twentieth-century Canadian culture, Frye described Canada to Americans as not two but several solitudes: "Every part of Canada is shut off by its geography. Everywhere . . . we find solitudes touching other solitudes: every part of Canada has strong separatist feelings, because every part of it is in fact a separation" (1977).

Canada's massive national commitment to education since the 1960's is, then, a pioneering achievement of a magnitude comparable to the settlement of the prairie west and the earlier "laying of steel"—a countrywide railroad link—across the plains and mountains. As late as the 1940s Canada could be regarded educationally as one of the developing countries. But between 1960 and 1970, the full-time enrollment in Canada's educational system increased 45 percent. And now the proportion of the population enrolled full time is the highest in the world, marginally greater than that of the United States and substantially higher than those of France and the United Kingdom. Describing Canada's commitment to education in terms of GNP is also revealing: the nation devoted 4.6 percent of its gross national product to education in 1961 and 8.3 percent in 1969. (The comparable figure for the U.S. in 1969 is 6.30 percent; for France, 4.5 percent; and for Japan, 4.0 percent). In 1961 the number of full-time faculty members amounted to a mere 8,755 in Canadian universities and 4,376 in the community college or nonuniversity sector. By 1975 these figures had risen to 30,600 and 18,270, respectively. Not only did Canadian schools, colleges, and universities accommodate roughly 50 percent more students; they also spent an average of 50 percent more on each of them. Using 1960 dollars as constant, the per-student expenditure in community colleges in 1960 was $915. In 1973, it was $1,162.

More important than these quantitative measurements is the qualitative growth, especially in Quebec, which has one of the bravest, most convulsive, and most comprehensive community college systems found anywhere. As is well known, Quebec is undergoing a profound upheaval. A particularly sensitive subject is the recognition to be accorded the French language and culture: bilingual and bicultural discord has reached a critical stage. The relationship between these issues and education is pointed out by the OECD Report (1976, p. 30): "In Quebec, especially, an entire educational system has moved from a closed, fragmented and elitist structure to a unified and open one, from an archaic, narrowly centered classical curriculum to a modern and comprehensive one, from a church-dominated, restrictive philosophy to a laicised and permissive one; this move has accompanied but has also triggered a movement of the whole society which in the process has been profoundly changed." Indeed, the rationale of the colleges is viewed by the OECD examiners as "an educational and socio-political model of highest international importance."

Canadian postsecondary systems, including universities, can be grouped in three categories (see Campbell, 1975). The unitary system of Quebec includes thirty-two colleges built on the basis of the eleven-year *école polyvalente* in such a way as to make the college level interdependent and integrated with the whole provincial network. College students may opt either for a two-year course required for entrance to a university or a three-year program in direct preparation for employment. A binary system operates in Ontario (whose twenty-two colleges are called Colleges of Applied Arts and Technology) and in some other provinces. There, colleges and universities represent two solitudes. Colleges are not designed to prepare students for the university but are essentially vocational training centers offering two- to four-year programs. A ternary system characterizes most of the western provinces, where colleges offer both university-level studies and vocational programs. In addition, highly specialized institutes of technology offer a wide range of technical studies.

A radically different community college structure has emerged since 1972 in the province of Saskatchewan. Colleges there satisfy local educational needs primarily through existing resources. They do not utilize an institutional base of the traditional sort. The population drift from the farm to towns and cities has left communities with facilities considerably underused and thus available to colleges for rent. Local instructors are hired on contract, and there are few full-time teachers. The curriculum is determined by scores of citizens' advisory committees. University-level studies and credit courses play a subordinate role; they are offered only on contract with universities, institutes of technology, or the federal Department of Manpower. Saskatchewan is the home in Canada of much significant social legislation later adopted elsewhere. The community college system of that province is no exception. The uniqueness, appropriateness, and imagination of the Saskatchewan model is being viewed in Canada with much interest.

Common to all Canadian college systems is the determination that every young person shall have access to a college in his or her own region. Thus some 150 colleges were developed in Canada in the decade following 1965. Enrollment increased from 53,000 in 1961 to 239,000 in 1975. The proportion in college enrollments as compared to university enrollments now favors the former. This growth of politically successful colleges is now giving way to certain forms of retrenchment; alternate patterns of development, especially forms of governance, are being explored. Provincial legislation in several provinces is under review. Whether collegiate boards of governors are needed, given the growing authority at the provincial level, is a subject for debate. Boards have an ornamental and a political value, yet one might ask if colleges without boards are more effectively managed by a provincial department of education than those with boards? There is wide agreement that colleges want greater local autonomy and possibly the same amount of agreement in other quarters that they are not going to get it. Interprovincial links between colleges need strengthening. Greater cooperative alliances need to be worked out with universities. And, perhaps most significantly, programs of renewal for college teachers are urgently needed.

The extraordinary, if not extravagant, expenditures on education in Canada have a darker side. The Canadian way seems to reflect a curious pragmatism: do first, plan later. As a result, there are striking imbalances and strains in several spheres. For example, the proportion of full-time women students in postsecondary institutions remained constant in the period 1962-1972, and the proportion of postsecondary women teachers also failed to rise much during the decade. Perhaps the gravest shortcomings are seen in the inequitable provision of educational resources to Canadians of Indian extraction. Probably only one registered Indian in six today completes twelve grades of school. The handicapped, too, appear not to have had their share of the educational budget. And a similar neglect is felt by some involved in the arts and physical education. In sum, lofty intentions to realize equality of educational opportunity have only in part been met: overidealized hopes for social transformation through education have left a certain disenchantment. Furthermore, high costs are not accompanied by more agreement on the national goals education is meant to serve. As the OECD Report phrased it, "There is no clearly formulated concept of education policy set in a context of a comprehensive framework of general social policies" (p. 19).

university-college relations

Not all Canadian universities seem fully aware of the opportunities to extend cooperation and resources to colleges for the mutual benefit of both. Assistance to college instructors is largely ignored by universities. Of the hundreds of courses offered by faculties of education, only a fraction are designed for college teachers (though there are 5,500 of these in Ontario alone).

Fortunately, however, there are some outstanding examples where significant initiatives have been undertaken. The Ontario Institute for Studies in Education, a graduate institution affiliated with the University of Toronto, offers a wide range of programs for college instructors in Ontario. In aiming to improve teaching methods, the courses supplement existing programs within colleges. OISE offers a choice between a structured unit with general requirements and an unstructured approach encouraging instructors to design their own learning situation. The University of Windsor is in the midst of developing an experimental program in collaboration with a local community college. In Montreal, the Faculty of Education at McGill has sponsored an imaginative program for colleges in Quebec. The University of Sherbrooke has received approval for the implementation of a most carefully researched and evidently financially well-supported plan designated Performa, which is described later in this publication by Marcel Riendeau. If the interorganizational Sherbrooke model, designed as a university-college partnership in the teaching/learning process, becomes operational throughout Quebec, its potential is enormous. It may well be a model for such collaboration across Canada and beyond. In the Maritimes, all new instructors without teaching certificates are required to attend two summers of vocational teacher training. Memorial University in Newfoundland has instituted a degree program in vocational education. Depending on how much industrial experience candidates have had, they may be credited with one of the traditional four years of training required for a bachelor's degree.

Other comparable degree and diploma programs exist elsewhere in Canada. In Alberta, the Colleges Administration Project sponsored by the W. K. Kellogg Foundation at the Department of Educational Administration of the University of Alberta has achieved recognition for its preparation of college administrators and generally for leadership development. The project has been responsible for a series of important research projects and publications. Currently, it is undertaking college-related research at the request of colleges and western provincial governments. The universities of Calgary, Lethbridge, and British Columbia offer a few college courses appropriate for college personnel.

Not unrelated is the issue of certification. In most provinces the preparation of public school teachers is undertaken by universities. But whether universities ought to be involved at all in the *pedagogical* preparation of college instructors is a theme for debate in college circles. The question in part revolves around what certification is meant to achieve. Historically, the development of professions included certification for the protection of the client. But in recent years, circumstances have so changed that the primary function of certification appears to be the maintenance of professional standards; concern for the client is secondary and diminishing.

Whatever may be the outcome of the certification debate, it is not too early to reconsider the already enormous power that universities still have over college instructors. For many colleges, degrees remain the basis for determining salary, position, and advancement. Such monopolistic power of universities can scarcely be justified on any other grounds than tradition. University grades and degrees measure academic competence and perhaps even indicate the potential of individuals for a teaching job. But there is no automatic congruence between degrees and teaching ability. If certification procedures compel people against their inclination to spend tedious months in summer schools year after year in hot pursuit of credits prescribed by professors who may never have been inside a college, the time has come to alter these rituals.

national forums

Because provinces jealously guard their control of education, interprovincial and federal agreements about education represent at best a careful, though tentative rapprochement. Woe to the federal government should it try to infringe upon the rights of provinces (although half the costs of postsecondary education are funneled into the provinces from the federal government). As a result of such strong provincial autonomy, educational systems tend to resemble closed frontiers, and interprovincial cooperation in such matters as professional development requires extraordinary effort. Nevertheless, there are a few national forums where faculty may meet. The largest is the annual convention of The Association of Community Colleges of Canada. The proceedings of this convention are conducted in French and English by means of simultaneous translation. Another forum is the annual Canadian-American conference sponsored by Lambton College in Ontario.

One of the more imaginative experiments in attempting to establish a Canadawide opportunity for professional development is sponsored neither by an institution, by the Canadian Association, nor by a provincial government. The Canadian Community College Institute, as it came to be called, was founded in 1970 by the Faculty of Education at the University of Lethbridge in Alberta.

The first project was an intensive three-week residential seminar in 1971 for college instructors, sponsored jointly by the Alberta Department of Education, several Alberta colleges, and the University of Lethbridge. Since then, seminars on various topics and in various locations have been held at least once a year. For example, more than a hundred trustees, administrators, and faculty delegates attended an unusually productive seminar on collective bargaining in November 1973; and nearly two hundred persons attended a second seminar on this subject in January 1974. Seminars also have been held for presidents and their spouses and for counselors. In 1974 a seminar was held for the first time in Quebec, planned by a team who had attended previous seminars, headed by representatives from the Université de Sherbrooke. Also in that year the subject of Canadian studies in colleges was explored in Banff at a seminar entitled Cultural Identity and Community Colleges. The French/English language lectures given at that seminar have been published. A second such seminar was held in Quebec in 1975. The structure of these gatherings, like the purposes of the Institute, has been shaped over the years by the changing concerns of colleges. Indeed, the Institute itself is an interesting model. Rather than rely on a constitution or membership, it utilizes available leadership in colleges and universities to build on precedents and to adapt the seminars to the concerns of its participants. Properly conducted programs need not depend on elaborate predetermined curricula, safe sponsorship, heavy promotional and administrative costs and large groups. Indeed, they flourish in residential situations where able people can study together apart from the daily pressures and constraints of their institutional environment. It remains to be seen whether an institute so loosely structured and lacking direct institutional sponsorship can continue to exist.

professional development needs

The great current need for faculty development in Canadian colleges arises from several sources. One is the changes that have occurred since these institutions were created. In the early days, there was a mutuality of concern by the public, administrators, faculty members, and students. Jobs were plentiful. Vocational teachers were recruited from the ranks of successful practitioners in business and the trades. They may or may not have had a university degree or even a satisfactory high school standing. Others had years of experience as school teachers. Many had postgraduate degrees. Whatever their qualifications, all devoted their energies to establishing the institution. Within the decade, however, attitudes changed and limitations were placed on colleges. The original spirit of camaraderie became tarnished. A segment of the faculty grew disillusioned; others became frustrated in their search for self-improvement. It would be in error to imply that this condition existed uniformly across Canada. What does exist uniformly, however, is the acute need to improve college teaching. Either instructors teach excellently or the college fails its mandate.

Professional upgrading is also required because of the complexity of the college teacher's job. In few other educational systems do instructors have such heavy teaching loads *and* unusually complicated teaching conditions. College students are a most diverse group of learners: part-time, full-time, old and young, vocational and transfer, drop-ins and drop-outs. Such students necessarily make unusual demands on a teacher.

The need for professional development arises also from administrative and structural problems. Community colleges, in seeking to serve students with wide variations in age, motivation and potential, are not the easiest institutions to administer. Organizational cleavages develop between the day and evening college, for example, or between instructors teaching "academic" subjects and those engaged in vocational training. The "melding" of the vocational schools with community colleges in British Columbia, to give one illustration, has created unease concerning "academic respectability," rank, salary, and working conditions within the combined unit. In some colleges—by no means all—relationships have hardened between faculty members and administrators. The temptation in such an adversary relationship may be to place professional development on the collective bargaining table as a pawn in the settlement rather than treat it as obligation incumbent on all. When instructors view such decision making as an adversary game, the quality of teaching is not always uppermost in everyone's thinking.

Why, if teaching is the central business of community colleges, has the need for teaching improvement been so difficult to meet? One reason is the inadequacy of some university faculties of education. Their professors' lectures on theory and methods principally prepare conventionally aged students for grade teaching and subsequent upgrading. Such courses often appear inappropriate to the college instructor. Another reason is the attitude of some search committees: a teacher is engaged for what he or she knows; the ability to help others to know is assumed and is presumed to grow with experience. A further reason is found in the concept—not an invalid one—that teaching is a performing art; learning it involves unique qualities of sensitivity, deftness, and resourcefulness best obtained personally through private experience. Finally, perhaps most importantly, no clear consensus exists on how to assess the teaching skills of a candidate for employment. Many instructors are recruited from business and industry, where their teaching ability probably has never been evaluated.

An adequate inservice program demands, first of all, a motivated faculty and *a system of supports* for good teaching. The form of such a system has to be pounded out on the anvil of fiscal reality. Financial support is the first among equal factors in developing an adequate inservice program. Nothing much of worth, however, can be built without agreement about need, determined leadership, and, above all, individual incentives such as recognition through promotion. Additional components of a good program include salary increases, compensation of master teachers through fewer class-contact hours, educational leave, job security, time to work on developmental programs, course subsidization, and allowances for specified travel and specialized study. In sum, it is not enough to insist that faculty be good teachers; a support system involving tough decisions about priorities needs to gird this insistence. "To the extent that the faculty increase their self-awareness about the kind of teaching they would most like to do, and the kinds of academic relationships they would like to create, this self-awareness may produce a renewed sense of frustration unless institutions create structures in which they can work toward these ambitions . . . only a campus program on teaching can move self-awareness into shared action" (Group for Human Development, 1974, p. 25).

The question of fiscal reality deserves a further word. Faculty members sometimes see dollars as the means of accomplishing most everything worthwhile, but they must look beyond money if they hope to achieve a worthwhile professional improvement program. On balance, funds are probably less important than the recognition of need, leadership, shared responsibility, and motivation. When these exist, the faculty is more likely to persuade those responsible for finding dollars that professional inservice programs have a high priority. Further, teachers must be willing to compromise and bring about the economies that could result in underwriting the costs of staff development. To put the point bluntly: more efficient use of faculty time and the courage to make personnel cuts can be major sources of funding.

An adequate program requires initiatives from many sources and particularly from a staff development officer. Garrison (n.d., p. 4) proposes that such a person be an "experienced teacher who has shown signs of being, or wanting to be, innovative and flexible; a person who appears to have cordial relationship with his peers." A successful officer should be selected by the faculty. To bring about changes in the established order of things, he or she must have freedom to exercise political and administrative skill, an adequate budget, and the determined support of a committed faculty committee. The officer should probably continue to teach one course, suggests Garrison, "to keep him honest in the eyes of his fellow faculty." In short, such a change agent, trusted by both faculty members and administrators to bring about changes in the professional lives of peers and to vitalize the classrooms of the institution, must have uncommon reserves of tact, negotiating skills, and an unusual ability as an enabler to bring about all-around institutional support.

Finally, a critical element in professional education is the attitude teachers have toward themselves as a professional group. Most faculty associations, like any system of peer controls, tend to be conservative, since the behavior of any member of the fraternity reflects on the fraternity as a whole. Further, faculty associations may tend to be overly protective (and maybe necessarily so) of welfare provisions and faculty rights. In a sense, these characteristics are in direct contrast with those needed by a professional development program, which, while dealing with faculty members, is client oriented. This is not to say that unionization is unimportant or undesirable. Perhaps college faculty associations should study the experience of teachers' unions. At the risk of making invidious comparisons, let me say that college instructors are perhaps forty to fifty years and university faculty members twenty to thirty years behind some teachers' groups in their thinking about committing themselves fully to an association as their collective identity. The Alberta Teachers' Association, for one, has had a larger measure of success than most associations in catering to the dual role of teachers as employees and as professionals. College faculty associations must use all the assistance and experience they can muster to avoid bureaucratization and conservatism within the profession and to nurture those opportunities that can stimulate faculty members to be responsive to the increasingly complex problems with which society confronts them.

A word of moderation. Superb teachers exist who have never been trained, evaluated, or even encouraged by incentives. They may not even be teaching the subjects they prefer. Such gifted persons (who may themselves have benefited from outstanding teachers as models) are sometimes described as "born" teachers. Such are not the majority. Most teachers need help in getting started and encouragement in searching out opportunities for continuous renewal.

proposal for a Canadian college academy

Some pedagogical programs are best undertaken locally and continuously. Others, for reasons of specialization, economy, and mix of people, might better include a countrywide clientele. *In addition* to ongoing programs of inservice training in each college, and *in addition* to local and regional collaboration among colleges and universities, there is a need for a national center which can undertake staff development as an interprovincial resource.

The community emphasis at a college does not require the college to be bounded by "city-limit horizons." Community colleges help shape and transmit Canadian culture. Needed, then, are chances for instructors to discover the dimensions of that culture and what citizenship means. Yet most of the out-of-province staff development of Canadians occurs in the United States. College personnel journey to Florida or Southern California, where the issues under study may sometimes be remarkably remote from those current in this country. With the growth of the college movement in Canada, such continuing dependence on the United States can scarcely be justified. The apparent reluctance of Canadian colleges to learn from one another is especially regrettable when one reflects on their astonishing range of diversity and freshness. A national center could draw on the rich resources of both anglophone and francophone colleges to foster intercultural concerns within Canada as well as global perspectives, thereby countering the insularity and parochialism sometimes found in colleges.

Gauged more narrowly, the Academy might concentrate upon these mechanisms: self-paced study; concentrated individual study; small group and seminar-tutorial methods; project- or problem-centered study; practicum or clinical experience; work-study, cooperative, and internship programs; interdisciplinary service centers. These mechanisms will ultimately be beneficial only when used in combination in an integrated format. Removed from domestic pressures and operating in a nonthreatening environment free from the ever-present fear of evaluation back home, an instructor can set to work on inadequacies or find renewed vigor in the knowledge of recognized competence.

Precedents of a kind exist. Normal schools, out of which developed faculties of education, were themselves a product of unfulfilled demand. They sprang up in the nineteenth century when colleges and universities were not preparing (and had no intention of preparing) a supply of elementary teachers adequate to the nation's needs. In the United Kingdom, Coombe Lodge, a center for the continuing education of nonuniversity college personnel, has achieved a solid reputation as a splendid residential and research center. And comparable centers exist elsewhere in Europe.

Precedents or no, however, any interprovincial educational proposal faces rough going. For one thing it must come to terms with the fact that Canada has no national office of education. In consequence, national meetings are both more necessary and more awkward to bring about. The need for such an office is apparent, for the federal government already underwrites a handsome portion of advanced education and vocational training. Indirectly, colleges receive a variety of inducements from federal departments. Any conflict over whether support should be a provincial or federal responsibility is usually resolved in favor of the former, though the government's support of education is substantially in excess of provincial contributions derived from provincial taxation. This foray into constitutional rigidities is included here only to indicate the chasm that exists between national economic forecasting (federal) and educational planning (provincial) and to show that, in Canada, national planning and organizations can rarely be tidy and must always give priority to provincial or, at best, regional realities.

During the 1960s the federal government spent millions to alter completely the magnitude of technical training. The federal government of the seventies might now take the next logical step: to provide for the continuing education of the staff members that operate the institutions it directly and munificently helped to create. Indeed, if the federal government in the sixties could overhaul technical training under the provisions of the Department of Labour, is it unthinkable that the federal government might now, through the Department of Citizenship, stake out a full claim on continuing education as it concerns the economic and social needs of all citizens?

Given the need, structure, program, and funds, from whence comes the leadership to develop and maintain a national academy? Professional development programs of national scope can often achieve greater credibility when the leaders are local and the agenda and participation are national than when national organizations attempt to program nationally. In other words, control is best when it is not remote from, but rather *directly* connected with, a particular opportunity or problem actually existing in a college or a group of colleges. As I suggested earlier, national planning in Canada is difficult for at least four reasons: education is a provincial prerogative; regionalism is compounded by the existence of two languages and culture; the federal government is sensitive about its involvement in "education"; and the country is so expansive. Given this situation, the key to successful planning is to discover and enhance creative leadership wherever it can be found. Beginning with local initiatives, we may then be able to search out topics of countrywide concern and invite national participation while retaining provincial, or regional, or even institutional collaboration and financing. When encouraged, local initiatives may grow and provide opportunities for enthusiastic and diversified leadership. Logicians may attack the theoretical base of this proposal, but the pragmatists will have the stronger case.

conclusion

The time has come for college personnel to assume responsibility for their own continuing education, as they so earnestly advise their students to do. Needed are not only mechanisms and criteria for measuring a person's job potential, but also the means to enable that individual to continue to grow personally and professionally. The creation of such opportunities is the cooperative responsibility of colleges, industry, universities, and governments. The appropriate structures must be able to serve regional needs and also mirror the national condition of educational jurisdictions in Canada. When found, the structures will gain recognition by the quality of their work and the prestige and commitment of their leadership. The thousands of college graduates now grateful for the excellent start they have received will have occasion to be even more grateful as they keep returning to colleges in search of the refurbishing they need to function in a hugely complex country in search of itself.

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A professional development model is presented for the effective utilization of part-time instructors in community colleges.

a staff development model for part-time instructors

jackie moe

In the early thirties, community colleges began employing part-time instructors to teach in the emerging adult education programs. Full-time instructors for nonprime-time classes were not available, and some of the classes offered to adults required specialists available only in the community. And their successful use in the adult education programs soon encouraged administrators to employ their services for evening credit courses and eventually even day credit courses. Since the thirties, the number of part-time instructors has steadily increased, so much so, in fact, that in 1976 the 107, 023 part-time instructors represented 56 percent of the total faculty members in community colleges. (Gleazer, 1977.) Although the future use of part-time personnel is unclear—because of increasing problems related to declining enrollments, collective bargaining, and decreasing financial support—they are likely to remain in large numbers for some time, and issues related to their employment will continue to challenge community college leaders.

One of the most important of these issues is staff development. Are part-time instructors as effective as full-time instructors?

Should part-time instructors participate in staff development activities? Do staff development programs work for part-time staff? The available information provides no definitive answers but does suggest some directions for policy makers and planners.

state of the art

In 1975, a survey was mailed by the author to the deans of instruction of all community colleges (207) with a headcount enrollment of more than five thousand students. The survey asked those administrators to respond to questions regarding professional development for part-time instructors in their college.

The average number of part-time instructors employed by the 114 community colleges responding was 228 (the lowest number was 19 and the highest was 875). Sixty-eight percent of the community colleges studied provided some professional development experiences for their part-time instructors (30 percent had none and 2 percent did not reply). Table 1 indicates the major professional development activities offered by these colleges.

Clearly, the most common activities were designed to help part-time instructors adjust to the college and learn about requirements. Only in a very few cases were they given opportunities to improve their teaching.

In addition to being asked about the types of assistance they offered, the respondents were asked whether the college had devel-

TABLE 1
PROFESSIONAL DEVELOPMENT FOR PART-TIME INSTRUCTORS OFFERED BY 114 COMMUNITY COLLEGES

	Number	Percent
Orientation	77	68%
Division meetings	51	45%
Full-time instructors' liaison	48	42%
Workshops	32	28%
Newsletters	26	23%
Seminars	23	20%
Professional development library	10	17%
Videotape evaluation of instruction	14	12%
Instructional development funds	13	12%

oped a statement of purpose and goals for its program and, if so, what were its aims. Although 68 percent of the colleges offered some activities for part-time staff members, as I indicated above, only 18 percent had developed a statement of purpose and goals. The specific goals listed included the following:

1. To acquaint part-time instructors with the philosophy and goals of the community college
2. To orient part-time instructors to the resources and services available
3. To provide information regarding the college which would improve teaching
4. To inform part-time instructors of the policies and procedures necessary for the instructional process
5. To provide a series of classroom learning experiences that would assist in the various aspects of learning
6. To provide programs for part-time instructors to develop alternative teaching skills
7. To offer personal growth experiences
8. To develop methods of evaluating the impact of staff development on those participating

In answer to a question about rewards for participation in professional development activities, 17 percent of the respondents replied that some form of compensation was given. Included were advancement on the salary schedule and payment for attending orientation seminars. Those colleges requiring attendance (15 percent) indicated that the requirement specified attendance at certain programs such as orientation, departmental meetings, or faculty meetings. Most colleges encouraged part-time instructors to attend other professional-growth programs.

Those colleges experiencing problems in administering professional development programs (41 percent) listed the following as the principal obstacles: the time limitations of both the part-time instructors and the staff administering the programs; financial constraints; the lack of interest of part-time instructors; low attendance at programs planned; no required participation; and difficulty in finding a suitable time to present programs.

The respondents were also asked to indicate the persons who had primary responsibility for the professional development of part-time instructors. The most common titles were dean of instruction (22 colleges), associate dean (13), and division chairperson (11). Although titles and their associated responsibilities vary from school to school, the replies do show that upper-level administrators, who perhaps do not have the time, are most often the ones assigned to work with part-time instructors on their professional growth.

The final question asked about future plans for developing programs for part-time instructors. Eighteen of the colleges indicated "None at the present time," "Same," or "Uncertain." Respondents from California stated that they would need to formalize their professional development program if pending legislation concerning tenure, pro-rata pay, and seniority were passed. Several administrators indicated they would expand their programs if money were available. Table 2 indicates the future plans mentioned by the colleges in this study.

The results from this survey of community colleges across the country revealed an attitude of frustration with professional development projects as well as a desire to find a concrete method for planning them. Too little money, time, and staff interest were

TABLE 2
FUTURE PLANS FOR PROFESSIONAL DVELOPMENT PROGRAMS FOR PART-TIME STAFF.

	Number
Expand and refine current program	11
Develop modules, films, cassettes, printed material	7
Require and/or reward participation	6
Develop specialized courses	4
Give more seminars and/or workshops	3
Plan a better orientation	3
Obtain a larger and/or defined budget	3
Encourage more participation	3
Develop closer liaison with full-time faculty	3
Integrate full-time and part-time programs	2
Supervise and evaluate more carefully	2
Organize a staff development committee	2
Develop manuals or handbooks	2
Develop a systematic approach	2
Assign responsibility to a particular person	2
Have more meetings	1
Publish a newsletter	1
Administer a questionnaire	1

apparent constraints. In most instances the colleges tended to adapt staff development programs designed for full-time staff. None of the colleges indicated that it had formally surveyed the needs of part-time staff for professional development.

eastfield college program

Being committed to the professional growth of its faculty, Eastfield College, part of the Dallas County Community College District, decided to use the results of this national survey to develop a program for part-time instructors. The first step, a survey of part-time instructors and their direct supervisors, disclosed that both groups wanted professional development programs to be offered. The part-time instructors reacted positively to a series of topics for seminars; membership on an advisory committee; the creation of a newsletter designed specifically for them; and interaction with administrators, full-time instructors, and other part-time staff members. As a result, during the 1975-76 school year, the college offered a number of means for part-time teachers to meet, offer their views, and gain information. Among these were Saturday Seminars, a newsletter, an evening buffet, an idea box, reading materials, and an informal lounge area. Table 3 portrays various aspects of the Saturday Seminars.

Although the attendance was relatively low, the interaction in and the evaluation of the seminars provided essential data for developing further professional activities.

An advisory committee of part-time instructors was organized to develop a statement of the purposes and goals of professional development activities and to recommend topics and types of programs. Although the advisory committee was created late in this first year, the members provided useful suggestions concerning the improvement of part-time instructors' preparation for and understanding of teaching in the community college. Participation in the committee meetings, which generally occurred on Saturday mornings, was voluntary.

One of the most useful modes of professional development offered was a newsletter providing pertinent articles on the college or some aspect of teaching, such as grading and evaluation, philosophy of the community college, and the like. Published once a month, the newsletter was distributed to part-time instructors and their supervisors through the campus mail.

TABLE 3
SATURDAY SEMINARS

Seminar	Instructor(s)	Date	Attendance
Philosophy and goals of the community college	Dean of students/ Director of learning resources center	10/18/75	8
Student characteristics and the special student	Two counselors	11/1/75	12
Grading and evaluation of students	Instructional development specialist	11/15/75	12
The art of teaching	Director of counseling	11/22/75	9
Tools of the trade	Instructional development specialist	11/6/75	8
Learning resource center workshop	Director of learning resources	3/27/76	8
A systematic approach to teaching	Instructional development specialist	4/3/76	15
The art of teaching community college students	Panel of division chairmen and lead instructors	4/10/76	27
Everything you need to know and should know about counseling services	Director of counseling	4/24/76	6
Grading and evaluation	Instructional development specialist	5/1/76	10

a professional development model

This program at Eastfield and the national survey reported earlier provide experience and information useful in formulating a staff development model appropriate for part-time instructors. Although this is a tentative model that needs testing, it is a first step toward the continuing professionalization of more than half the faculty members in community colleges today. Its five major phases—development, planning, communication, implementation, and evaluation—and a year-long schedule of implementation are shown in Figure 1.

Development. The first step is for all interested persons to secure formal approval from the college administration for initiating a program of staff development for part-time teachers. Presidents and deans often already recognize the need, and support can usually be obtained also from department heads and community service directors who supervise staff members. Eventually one person who is qualified, who is deeply committed, and who has time should be appointed by the president to lead the project.

This person, whom I shall call the staff development coordinator, should begin by preparing a proposal that discusses the problem and the need, as analyzed in the emerging national literature; specifies the number and use of part-time instructors in the college, and outlines a survey of local part-time staff to ascertain (1) their level of interest in professional development; (2) their past experiences with professional development; (3) the types and times of activities they would prefer; and (4) their interest in serving on an advisory committee. Estimates of the funding and personnel needed should also be included in the proposal. Once the basic program is approved, specific planning can begin.

Planning. The next step is the appointment of an advisory committee by the president or other appropriate administrator. The committee should be composed initially of approximately twenty-five part-time instructors and supervisors. (Time and other conflicts will probably reduce membership to about twelve.) At least one direct supervisor and one indirect supervisor should be members, more if possible. The members selected should be interested, should represent all major constituencies, and should have a variety of years of service at the college.

Since a professional development program should never be a haphazard, random assembly of activities, thorough planning by the coordinator and the committee is the vital component of this model. Their efforts, therefore, will probably require two to three months. Table 4 shows a proposed three-month schedule of committee meetings and activities. The statement of purposes, goals,

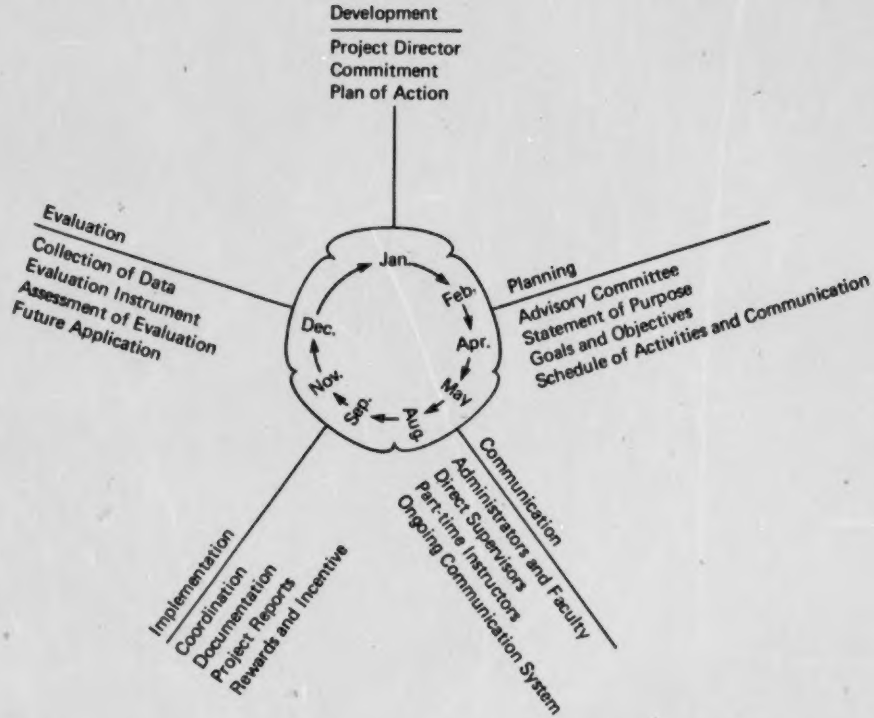
Development
Project Director
Commitment
Plan of Action
Planning
Advisory Committee
Statement of Purpose
Goals and Objectives
Schedule of Activities and Communication
Communication
Administrators and Faculty
Direct Supervisors
Part-time Instructors
Ongoing Communication System
Implementation
Coordination
Documentation
Project Reports
Rewards and Incentive
Evaluation
Collection of Data
Evaluation Instrument
Assessment of Evaluation
Future Application
Jan.
Feb.
Apr.
May
Aug.
Sep.
Nov.
Dec.

Figure 1. Model of Professional Development for Part-time Instructors

and activities, developed during the first three meetings, should define for the committee and the college the direction professional development will take. The specific activities included in the program should be based on the results of the survey and on the recommendations of the advisory committee. The committee should decide on the number of activities, the types of activities, and the content of the program. Scheduling should be based on the college's calendar and on the times most appropriate for part-time instructors. Major activities that are required or encouraged should be scheduled to ensure maximum attendance.

Incentives for participating in professional development activities are important to insure success. The committee should decide, after determining the college's commitment, whether to offer incentives and what type and amount are most appropriate.

TABLE 4
SUGGESTED ADVISORY COMMITTEE MEETING SCHEDULE

1st Meeting	Introduce members, explain purpose, describe coordinator's proposal and suggested survey of instructors' responsibilities, define meeting times.
2nd Meeting	Draft statement of purpose, draft goals and objectives.
3rd Meeting	Discuss statement of purpose, discuss goals and objectives, finish both, use results of survey to plan program details.
4th Meeting	Develop types of activities, small group, large group, media-based, one-to-one.
5th Meeting	Define program topics.
6th Meeting	Discuss types, topics, and materials.
7th Meeting	Continue to discuss types, topics, and materials.
8th Meeting	Make final decisions about what will be offered and when.
9th Meeting	Discuss requirements and incentives for participation in activities.
10th Meeting	Review the designed program of professional development for changes and suggestions.
11th Meeting	Discuss the communication of the program.

Communication. Planning and implementing effective ways to tell others about the final professional development program will have a direct impact on the success of the project. Indiscriminate collegewide communication will lessen the value of the program and hamper its effectiveness. Therefore, the coordinator, with the aid of the advisory committee, should make careful plans to reach those who should be directly involved.

Finally, however, the coordinator must assume specific responsibility for communicating and explaining the activities. This can be done through staff newsletters, college memoranda (especially from the college president), scheduled college meetings, and one-to-one discussions. Specific times should be allotted for this communication. The coordinator should have personal discussions with direct supervisors, indicating the planning process and encouraging their attendance at the professional development activities.

Designing a communication system for part-time instructors is especially difficult. Most colleges do not have regular means of correspondence with these faculty members, nor do they hold regular meetings. The coordinator may develop a newsletter specifically designed to tell part-time teachers about opportunities available and about the planning and scope of programs. Other forms of communication include fliers, posters, personalized letters, memos from the president, overhead transparencies, and response forms. Special attention should be given to new employees who report to work only a few days before classes begin.

Implementation. Getting under way is relatively smooth if sufficient planning and communication have occurred. The coordinator takes the major role in seeing that the facilities and arrangements are in order and that resource persons are available and scheduled.

Interim project reports to administrators and direct supervisors are helpful methods for keeping them informed about the program. Such reports are also useful to the coordinator in evaluating the program.

Accurate documentation of names and numbers in attendance and of the questions and comments emanating from the activities will also assist future evaluation. Careful documentation is particularly necessary when part-time instructors are required to participate or are offered incentives to attend activities.

Evaluation. The evaluation of professional development activities requires collecting, processing, and interpreting data pertaining to the program. Specifically, an evaluation design should

(1) focus on specific objectives,
(2) involve all constituents,
(3) be an integral part of the activity,
(4) explore a variety of conditions,
(5) provide both verbal and statistical information,
(6) provide feedback for program modification, and
(7) incorporate pertinent follow-up.

Individual, formative, and summative evaluations should be part of this model. Individual evaluations are used to assess the performance of each participant as he or she progresses through the program. Formative evaluations are used to improve the program during development and implementation, and summative evaluation is the final assessment of the program.

Each college should examine its aims and specific objectives and then isolate the variables to be evaluated, which might include attitudinal or behavioral change in participants; attendance patterns; the staff, facilities, and materials available; and participants' involvement in discussions. If the evaluation techniques are well thought out, assessing the data will be easier and produce better measurement. The following suggestions are made for designing evaluation procedures:

- Evaluation techniques should be determined by the objectives of the program.
- Data collection should be the responsibility of the coordinator or some other one person.
- The procedures used to gather and record information should be simple and efficient and require minimum effort by the data collector.
- If desired, statistical analyses may be made.
- A balance sheet of the program's strengths and weaknesses should be developed to assist in making decisions.
- A system to provide proper feedback to the advisory committee should be devised.

After the evaluation design has been put into operation, the results should be carefully analyzed and should be communicated to the advisory committee to guide it in recommending program modifications. Tables, graphs. and charts can be used to assist in interpreting the evaluation findings. The results should help the committee answer the following questions: How well was the professional development program accepted by participants? What were the participants' attitudes toward the program? What was the quality of the program? What barriers limited success? Did the program provide for participants' growth? Were the costs excessive? Were the goals and objectives accomplished? These questions and others, if considered by the advisory committee, will help to define future directions for the professional development program. Decisions may call for modifying, reducing, expanding, or even cancelling the project.

The model proposed in this paper is flexible and designed for a variety of community colleges and staffs. It should help community colleges implement a program of professional development for their part-time instructors that will eventually increase their teaching effectiveness.

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One community college illustrates the steps taken to create a caring staff community and makes recommendations for other institutions.

creating a caring community

david w. cox

The phrase *academic community* usually signifies faculty members related by interests in a discipline rather than a whole college. Some teachers may feel and the administrators may feel unified to some extent, but there is seldom an overall sense of community in the institution. We usually take this disunity so for granted that we fail to ask important questions about the sort of learning environment we are creating. For instance, how much listening, learning, and individual development occur among "educators"? What is the level of distrust and defensiveness on college campuses? How are secretarial/clerical and other support personnel treated? How do faculty members talk about "the Administration"? How do administrators view the faculty? If students were to model what they see and hear, how much caring would they demonstrate? And finally, is it possible to establish a setting in which positive answers to these questions could be given?

I believe such an environment is not only possible but necessary if we are to create true institutions of human learning. As O'Banion (1974) sees it, this "caring community" has the following characteristics: a central focus on human needs; support and encouragement; challenge and confrontation (of a supportive kind);

trust, openness, and a commitment to others to support (encourage) and challenge (confront); clarity and directness in communication; rewards, recognition, and strokes; room to make mistakes without being punished; opportunities to try out new ideas and practice new styles; social relationships ("My best friends live or work there"); and appreciation of individual differences. Granted, these are lofty aims, but they are worth striving for, because we learn to be concerned about one another to the extent that we experience such concern around us–in this case, in the campus community. Staff members will care for students to the degree the institution cares for its staff. And if administrators and faculty members are growing, students' growth will surely be stimulated.

A caring community is a professional greenhouse where there is great warmth and nourishment for staff development. It is also a place where staff members, teachers, students, and administrators are human equals who can collaborate for the overall enrichment of a personally rewarding and professionally exciting living/learning/working environment. Since in education the process is as important as the product, establishing such a community as a model for students and including them in a setting that values quality, meaning, and caring are paramount.

an example

Broward Community College, North Campus (Pompano Beach, Florida), has engaged in activities to develop a caring community. It all began with a retreat.

The Innocent Retreat. The campus's identity as a caring community started quite by accident and evolved over a two-year period. In the spring of 1974 a weekend retreat was held to meet the following *faculty-developed* objectives: (1) develop greater awareness of interpersonal relationships. (2) improve communication of ideas and enhance listening skills. (3) develop greater trust/awareness of self and others. (4) share personal/professional struggles (feedback). And (5) develop specific objectives for future inservice activities. (The wording of the objectives suggests that the seeds of a caring community were in the faculty who had come to the relatively new campus.) Thirty-seven instructors, five administrators, two spouses, and five counselors (serving as facilitators) were involved in the retreat. They were first exposed to the caring community idea in the opening Friday afternoon session, in which

Terry O'Banion, as an invited "do your own thing" speaker, shared his thoughts on the subject.

Friday evening was experientially based. For a get-acquainted exercise, the Personal Unfoldment experience described by McHolland (1976) was used. In the process of sharing the experiences and people that had shaped their lives, the participants actually *experienced* a caring community—and liked it. What was planned as an innocent warm-up activity turned out to be a most significant experience.

On Saturday, four groups engaged in a fantasy exercise (Fox, Lippitt, and Schindler-Rainman, 1973) of developing goals and present action ideas to reach the goals. The goals were elicited via a projection into the future and a description of some of the things people saw happening that pleased them. Without trying to establish cause and effect, and to make a long story shorter, I will report that a caring community was conceived when it was listed as a goal for the campus to work toward. Some of the newsprint goals related to developing a sense of cimmunity were the following:

- Faculty working in interdisciplinary clusters
- Staff development days provided on college time
- Including representatives of all areas in interaction (secretaries, custodians, and so on
- Inclusion of part-time faculty in community
- More forthrightness among all of us (the real reasons, honesty)
- Administrative recognition/appreciation of faculty members (for our time, efforts, good work)
- Maintain and enhance a sharing/caring community
- Rewards ($) and recognition (warm fuzzies) for everyone
- Large lounge for students and faculty with free wine and cheese parties
- Continuance/reinforcement of congenial community we have now when we get larger
- Better knowledge of others' abilities and interests (Community Awareness Sharing Sessions)
- Faculty members learning from colleagues and students
- Inservice meetings to develop community commitment five times each term
- Community Awareness Stroking Sessions (attitude is more important than structure)
- No classes on Wednesday from 1:00 to 2:30 for time to share

- Interdisciplinary housing including administration
- Schedule campus People meeting
- Two hours per month for community interaction
- Initiative to offer your departmental services to others and see how others can implement your ideas in the *community!*

The retreat experience received a very high evaluation; however, several participants suggested scheduling any future events during regular working hours. Participants said, "I met some real people behind only 'faces' formerly"; "Having administration 'share and care' was very special"; and "My group made my ideas feel important." There was a definite interest in following up on the momentum established by the retreat. Before the group departed on Saturday, an actuating committee was organized to transfer the process back to the campus.

The retreat atmosphere of sharing and caring seemed to emphasize the following points: (1) Try to hold on to "community" as we grow and expand. Maintain a "people" focus and climate. (2) Support interdisciplinary faculty housing and an interdisciplinary curriculum to help break down walls, barriers, and roles. (3) Bring college-level administration into the campus community. (4) Develop honesty, openness, trust, warmth, and empathy. (5) Provide positive stroking and recognition. (6) Form an actuating committee. And (7), follow up.

A Community Meeting, defined as "Everyone," was held the next month "to continue the spirit of community" initiated at the retreat. From the retreat until the end of the spring term, there was a low-key focus on informal, open discussions of individual and community concerns.

The Community Development Day. In the 1974-1975 academic year the caring community idea was kept alive and well with a Wednesday Activity Period (no classes from noon to 1:30) in the second semester, but no special event took place to reinforce the concept—until the fall of 1975. For the 1975-1976 academic year, one day was set aside in the middle of each term, without classes, as a staff development day.

The campus affectionately referred to the day in October as Community Development Day. As soon as the faculty returned in the fall, a community development committee was organized to develop the goals and program for the day. According to the chairperson's report, the goals for that first day were (1) to facilitate long-range planning by creatively focusing on the current state of the campus environment; (2) to enhance the development of good working relationships among the faculty, staff, and administrators; (3) to develop some short-term plans to improve the campus environment as a place to work and learn; and (4) to identify campus values for inclusion in the development of long-range objectives. Specific objectives were (1) to complete thirteen tasks relating to the way we see our campus or would like to see it; (2) to provide opportunities for faculty, staff, and administrators to participate in an activity with individuals from other functional areas; (3) to record and compile the results of each task; and (4) to complete a report which may serve as the basis for the development of campus objectives for the 1976-1977 academic year.

The program design called for the completion of group tasks in the morning and for a community sharing/reporting session in the afternoon. With the exception of a small number of employees needed to provide supportive services, all full-time members of the faculty, staff, and administration participated. They were organized in thirteen cross-functional groups to ensure that faculty members, noninstructional staff, and administrators would participate in each task. After receiving an overview of the day in a general meeting, each group went to its designated meeting area. The group members began with a brief warm-up exercise wherein they shared three things about themselves which they wanted the rest of the group to know.

The groups then selected a task from a list of fourteen predetermined tasks which were designed, by the community development committee, to aid in long-range planning and to meet the day's objectives. When each group had selected the task it wanted to do, a representative went to the general meeting room to ask for the particular task. If it was available, it was given to the group; if not, the group had to select another task. In this way, thirteen different tasks were accomplished. The group had approximately two hours to complete its task product and then turn in a rationale paper at the end of the morning.

The total community ate lunch on campus. The design called for a lunch exchange program in which each person was to bring a "brown bag" lunch but choose another lunch to eat.

After lunch, the total community reassembled for a report session during which each task group made a videotaped presentation to the community. An evaluation instrument was administered at the end of the day.

Some of the fourteen task choices available to the groups were the following.

1. Art Now and Future—Take a walk around campus recording the artistic elements of the existing North Campus layout (including positive and negative). With the materials provided, design and make two drawings: one that represents the North Campus as the group sees it; another as the group would like to see it.

2. Community Garden—All faculty and administrative offices are going to be eliminated. Consequently, you will now conduct any and all discussions in the community garden. Design a garden large enough to allow for an area for private, two-person discussions; a "solitary" area; a "let it loose" area; and a sheltered area for inclement weather. You should also consider the division of functions, decor, seating arrangements, and any other elements that you deem important.

3. Resource Inventory—We have a lot of talented and interesting people in the North Campus community (students, staff, faculty, and administrators). Design some way of identifying the talents and interests of each individual so that they may be used for the positive development of the community.

4. Handball Murals—Design two murals to be painted on the east and west walls of the handball court. The east wall painting should be directed to people driving on the turnpike; as they look at your mural *it* represents this campus—what do you want them to see? The west wall painting is what the campus community views. What do you want us to see after we are here?

5. Wall Hanging—Enclosed in your packet are all of the materials needed to plan and make a macrame wall hanging representing the North Campus. You may use as much, or little, of the materials as you wish to accomplish your purpose. Each member of the group is to work on the wall hanging. We would suggest a design which would allow the hanging to be tied in sections and then joined.

6. Staff and Program Development Proposal—Write a proposal that you think would do the most to enhance the development of the North Campus community.

7. Campus Present—You have ten dollars to spend. You are to choose a present for North Campus. The present must be purchased within the city limits of Margate. It should be the present that is the most valuable thing you can purchase for the North Campus. The present should be given to the campus during the

report session this afternoon with a short summary of the rationale for the group's choice.

8. Greatest Asset—Your task is to plan, write, and present a skit which depicts the North Campus's greatest asset as you see it. Your presentation will be this afternoon at the report session. You may have a maximum of 15 minutes for the skit.

9. Recorder—Your group task is to record this day; you may design whatever system that you wish in order to accomplish this purpose. You may divide your group for purposes of observation if you wish. The group should reconvene about 11:00 to process your observations and plan a short summary (what happened today); this will be presented at the end of the show-and-tell session. All other recorded data should be presented in writing to the community development committee.

Some of the ideas generated at the Community Development Day are listed below.

1. Community Garden—Incorporate into the long-range plan of the campus the construction of an amphitheatre designed to seat five hundred. The amphitheatre, overlooking a lake with a fountain, would be ideal for concerts, plays, and other large-group gatherings. Construct four gazebos near the lake and fountain for small-group gatherings. The small gazebos would shelter six to eight people from inclement weather; the large, twenty to twenty-five.

2. Staff and Program Development Proposal—Submit a $25,000 proposal to the Staff and Program Development Committee to creatively utilize video facilities to improve inservice training and stimulate communication among members of the North Campus community.

3. Handball Murals—Paint a mural on the east wall that will express to passing motorists on the turnpike an instantaneous concept of North Campus goals. The scene will depict a student entering BCC, getting involved with campus activities, receiving a diploma and mortar board, entering the world of work, and returning to BCC for continuing education. Paint a mural on the west wall to give the campus community an instantaneous concept of North Campus values. The scene will depict a bicentennial theme as well as a campus value of "United We Stand." This value will be reinforced in the center by pointing many hands representing the faculty, staff, and students of all races working together. It will be completed by the words "Knowledge, Excellence, Truth and Concern," expressing important campus values.

4. Interest/Talent Survey—Distribute the survey developed by this task group to identify and summarize the individual talents and interests of community members. The information will be compiled in a Resource Exchange Bank for use by classes, clubs, and organizations on campus.

5. Greatest Asset—This task group considered that caring for people is the greatest asset that North Campus possesses. The idea is to sustain this attitude through a steady process of development in the future.

6. Community Gift—This task group's most valuable gift to the campus was the establishment of a building fund account (initial deposit $10) which would receive contributions and culminate in a permanent North Campus auditorium structure.

7. Art Now and Future—Dress up the elevator shaft with a mural or other appropriate design. Place hanging baskets at the ends of balcony corridors. Clearly light the entrance to the main cluster of buildings so that students know where to enter at night.

8. General—It has been recommended that a permanent community development committee be organized to facilitate the implementation of these ideas-for-action projects.

During the Community Day itself, there seemed to be some uptightness in the morning. The perceived discomfort may have stemmed from resentment because many had so much other work to do, from fear of the unknown, or from a waste-of-time expectation. In the evaluation, some faculty expressed a desire for free time (half a day) to catch up on their regular work. (The staff development day was not intended to be a traditional teacher work day.) Although a Community Development Day does not meet the needs of everyone, many faculty and staff members expressed a desire for similar activities in the future. One person said, "Communication and involvement were the primary themes running through all the projects, and today was an excellent start." Again, as with the retreat, much emphasis and hope were given to follow-up. One person put it simply, "Implement something!"

Much more emphasis should have been given to follow-up. The campus appeared to be much more of a community when it was generating ideas than when it was attempting to take action. Quite a few seemed to think that implementation belonged to the academic dean, but in a true community, this task, too, is a shared responsibility. The focus must be on action so people can feel a sense of accomplishment. Since implementation sometimes takes place without our being aware of it, often all that is needed to generate a feeling of progress is to have accomplishments brought to people's attention.

The process might have been enhanced by including students but the coordinator of this first attempt decided to try to develop a sense of community among the staff before reaching out to students. The group process could have benefited from a facilitator—particularly for the initial warm-up activity. Some participants would have liked the freedom to select their own topic/task instead of having to take one of the thirteen assigned ones. Some noninstructional, and instructional, personnel did not want to come. Some observers felt that faculty members tended to dominate the groups and that the noninstructional or support personnel were reticent. For many support personnel, inclusion in campus activities seemed strange, and their relative lack of involvement may be explained by a certain amount of discomfort in being treated as an equal community member.

The epilogue should reveal that the caring-community story is not all positive. The interdisciplinary faculty housing with which the campus started gave way to the traditional departmental arrangement, and the staff development day in the middle of the term was phased out collegewide after only one year. The community development forces simply were not strong enough against these two particular "housekeeping" pressures. However, a special atmosphere of caring did exist at one institution and continues to exist to some extent. Faculty and staff members place high value on the climate of the college; unfortunately, only subjective evaluations of impact are available.

recommendations for other institutions

Creating a caring community takes a conscious and constant effort; one of the key factors in seeking to develop such an environment is expectations, or the participants' philosophy of human nature. Is a caring community only wishful thinking by out-of-touch idealists? Is it possible in the face of retrenchment and increasing unionization? Do campus members have any doubts about the ability of staff, faculty, and administrators to genuinely care for one another as human beings in a work setting? If there are doubts, watch out for the self-fulfilling prophecy. But if people want to live and work in a caring community—and they do—it can happen!

To start, somebody has to begin talking about community. The caring process then becomes the content for sharing and human interaction. To talk about such an environment is to expose one's humanness, at some risk, but when people on a college campus move beyond communication based on a role label, a caring community has been started. The development of community calls for a commitment to the sharing of humanness.

A caring community can be started by any campus member. If key administrators are the initiators, the process may reach more people in a shorter time period. If administrators are not involved, the interested staff member should look for mutuality in others. Who else wants to live in a caring community on campus? Collect a handful of community enthusiasts, organize a mutual support group, and offer inclusion to others.

The ingredient on a college campus that may make or break the project is the ability to value one another for their human beingness. People can have different roles in the college, and there can be great controversy over competing ideas, but the campus members, to have community, have to feel valued simply because they are there.

A next step in the development of community is an opportunity to *experience* it. The experience needs to be characterized by sharing, which may or may not occur at a retreat. The sharing then needs to be expanded to include as many people as possible. The challenge for the catalytic group is to take more and more people into the community while maintaining the sense of unity with larger and larger numbers. Although increasing numbers make the task more challenging, when a group or college begins to take on the identity of a caring community, the identity begins to reinforce the caring process, which strengthens the identity and so on.

At some point, caring needs to achieve the status of a conscious, ongoing *process goal* on the part of as many people as possible (that is, as ridiculous as it may sound, caring needs to be institutionalized). Once the goal is established, using Kurt Lewin's force field analysis (Spier, 1973) of driving and restraining forces it can be helpful to examine the factors or forces in the college that are facilitating the development of community and the variables that are blocking development. To move ahead, concentrate on increasing the driving forces and reducing the restraining forces. Another approach would be to describe the caring community as the members would like it to be two to three years down the road

(Fox and others, 1973). Then what actions could the community members initiate in the present to actualize the goals?

Community development calls for creativity. Look for interesting ways to transact community business and develop unity. Rather than using a representative committee, which may be antithetical to community development, the institution might want to try something like a town meeting. Discussions could take place by breaking the total community into small groups. The town meeting would take cognizance of group dynamics and advantage of organization development methodology. The formal leader of the institution might be one person, while the caring-community leadership and implementation of ideas would be centered in the group as a whole.

Time is needed for such development, and the necessary time must be a community priority. The work routine and task orientation of college staff members seem to require devoting all available time and energy to activities that are in competition with the community development but, again, the process is as important as the product. To relate to one another as human beings cannot be frivolous or a waste of time in the eyes of community members—particularly administrators.

Facilities such as lounges are needed to support communication and unity. Staff morale also is very important. Community members may have difficulty demonstrating caring and sharing as they implement ideas unless they feel cared for and valued by the institution.

The concept of a caring community carries with it a process or style orientation. For example, how would a management-by-objectives buff apply this concept? Some suggestions for combining the two approaches are the following. (1) Personal needs/objectives are included in the individual performance objectives. (2) Objectives are shared in staff meetings. (3) An accomplishments list or "brag" sheet is collectively developed by the staff. (4) The sharing and documentation of objectives are done informally. (5) At any one time only the top five objectives are worked on. (6) The staff members help one another develop measurable, results-oriented objectives. (7) Staff meetings are used as work sessions.

My experiences with one institution's efforts suggest that three activities should be emphasized. One is follow-up. Institutions, or parts of institutions, in search of a humane environment must concentrate on actualizing peoples' dreams. Second, the responsibility for follow-up or implementation needs to be shared by everyone. It cannot be placed solely on the shoulders of a single individual, group, or committee. Third, attention needs to be given to sensitizing faculty members to their inherent power over support personnel and sensitizing support personnel to their human equality with teachers. The rationale for a caring community should be understood by all its members.

When all is said and done, such a community will become a reality to the extent that the *style* of human interaction is as important as the content. Since care is essential to human survival and to the quality of life, a caring community can be a powerful force in the education of students. What better way to develop self-worth and concern for others than to live and learn in a valuing environment? What better way to blend cognitive and affective education than to place the content of intellectual development in the process of community creation. But beyond students' learning, the faculty, staff, and administrators of institutions are human beings who also need other human beings. All those who work in the institution have an enormous potential to enhance the quality of their human lives with the interdependence of a caring community. Improved staff development and, consequently, improved student development are the outcomes.

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Faculty development is growing in La Belle Province and flexibility is the reason.

performa: helping the teachers in francophone Quebec

marcel riendeau

The year was 1967 and Canada was up to its ears in centennial birthday cake. In Montreal new islands were being created in the middle of a great river to showcase Expo 67, the international exhibition. The world was on Quebec's doorstep and there was party in the air. But the most far-reaching development for Quebec educators that year had nothing to do with centennial whoopla: 1967 was the year Quebec's two-year-old Ministry of Education ruled that henceforth all college education in this province of six million inhabitants (80 percent of them French-speaking) would be free and available to all. New, publicly financed colleges known as *Collèges d'Enseignement Général et Professionnel* (CEGEPs) would offer university preparatory and professional training programs and would replace all technical and nursing schools as well as Quebec's traditional, religious, and elitist *collèges classiques.* Higher education had come to the people, but the educational revolution brought with it not only the benefits of progress but also the strains.

the challenges of progress

College populations mushroomed; the new public system launched with twelve CEGEPs in 1967 had grown to thirty-seven by 1976; 33,000 college students in 1967–105,000 by 1976. And more students obviously meant more teachers; 2,200 in 1967, 7,000 today.

Not surprisingly, the colleges of the new order inherited the teachers of the old–men and women who brought with them the training, perceptions, and experience gained in an earlier educational era. True, new and younger teachers rushed to fill the ever-increasing vacancies as well, but unfortunately they were armed with little more than the knowledge of their individual disciplines. *Fully 80 percent of all CEGEP teachers had little or no pedagogical training.*

This already unsatisfactory situation was further complicated by the Quebec government's teacher classification formula, which is based on the assumption that pedagogical competence can be measured in terms of years of scholarity (university attendance) and experience, an assumption easily questioned in light of knowledge that indicates quality teaching does not necessarily result from long years of scholarity. Scholarship is necessary, but it is far from sufficient without the ability to share it with others. The militancy of Quebec's teacher unions was another reality that contributed to the problem. Collective agreements were negotiated whereby new teachers became permanent employees after two years on the job–qualified or not. An additional element in the situation was a prospective leveling off of enrollment. Studies indicated the college population was destined to peak in another five or six years, and normally this would result in fewer jobs and lower teacher turnover. This lack of movement, added to the reality of labor militancy and the scholarity + experience formula of teacher classification, made it obvious that faculty *development* was the only possible solution.

performa: light in the tunnel

By 1971 the acuteness of the teaching problem in Quebec's CEGEPs led to a study of teacher development at the University of Sherbrooke, located in a city of 100,000 in the rolling hills of southern Quebec. What was needed, it was decided, was an institutional and individual awareness and acceptance that knowledge of a particular discipline did not necessarily arm a teacher with the skills to share that discipline with others. College administrators had to accept that an alarmingly high percentage of their teachers were ill-prepared for their jobs. And universities had to assume more than a little responsibility for this lack of pedagogical training.

If the problem was to be assaulted with any confidence, a new kind of university-college relationship was needed, a partnership in which the members would have to be more equal than ever before. The traditional ivory tower attitude of universities toward lowly college problems was no longer acceptable–*is* no longer acceptable. Aware educators can no longer argue that the university's only role is to pursue the lofty and hallowed aims of research and Ph.D. development. The teaching crisis *is* the university's business and part of the university's challenge. At the University of Sherbrooke that challenge has been accepted.

It was also obvious that any remedial effort would have to take into consideration the very real *human* realities of faculty development: professional development is not every teacher's pet. Traditionally, a teacher's classroom is a private domain, and nobody knows it better than another teacher. Teaching is considered a private affair between a teacher and his other students. Teaching technique and style are not the traditional subjects of conversation in the teachers' lounge, and any development program that hopes to succeed must take these realities into consideration.

It was decided, therefore, that the University of Sherbrooke's entry into faculty development would feature activities designed to meet a teacher's individual needs. Nothing less than made-to-measure assistance would ever elicit enthusiasm or participation. The program would be based on the belief that college teachers had both the professionalism and capacity to work with others to improve themselves. They could never be forced to acquire new teaching skills, but surely they could be enticed to do so if a highly individualized and flexible program was placed at their disposal. The mission would be to help teachers become the masters of their profession, to give assistance that would be in harmony with their everyday, individual requirements and to do this in a way that would serve and suit them best.

To begin, the university made a preliminary examination of teacher development. The study was favorably received by the university's own Commission for Teacher Development and Training, by the program committee of the Council of Universities, and

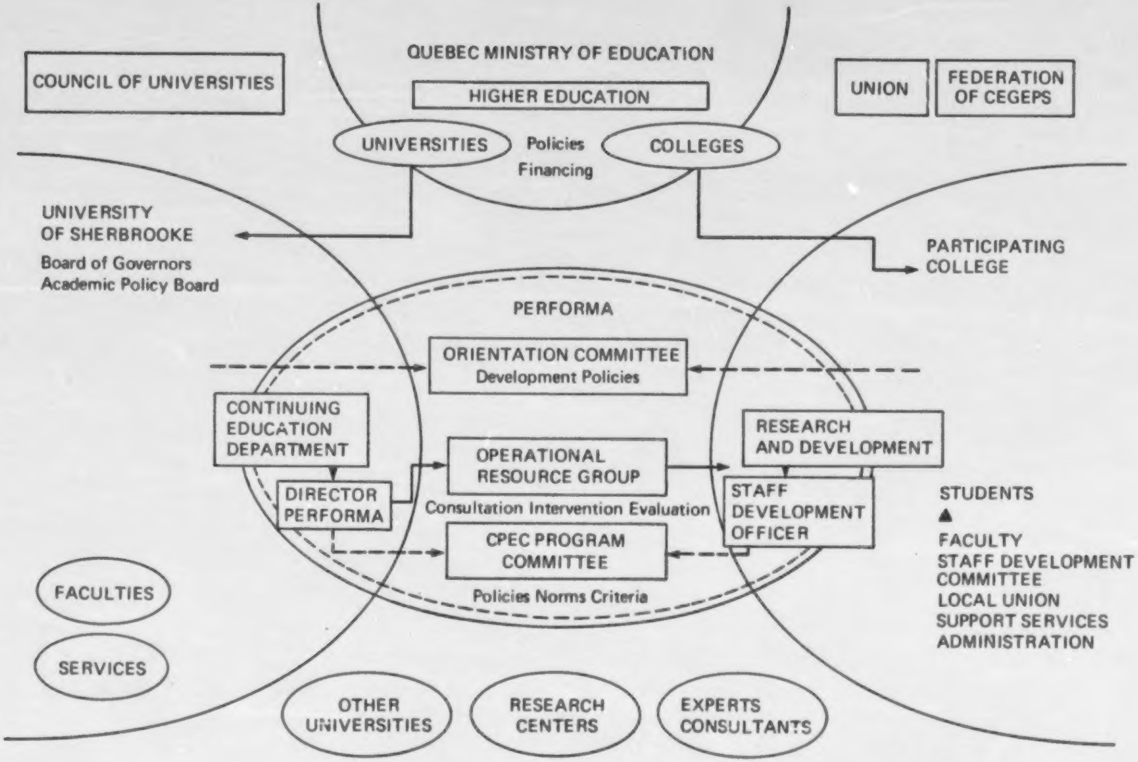
QUEBEC MINISTRY OF EDUCATION
HIGHER EDUCATION
COUNCIL OF UNIVERSITIES
UNION
FEDERATION OF CEGEPS
UNIVERSITIES
Policies
Financing
COLLEGES
UNIVERSITY OF SHERBROOKE
Board of Governors
Academic Policy Board
PARTICIPATING COLLEGE
PERFORMA
ORIENTATION COMMITTEE
Development Policies
CONTINUING EDUCATION DEPARTMENT
RESEARCH AND DEVELOPMENT
OPERATIONAL RESOURCE GROUP
DIRECTOR PERFORMA
Consultation Intervention Evaluation
STAFF DEVELOPMENT OFFICER
CPEC PROGRAM COMMITTEE
Policies Norms Criteria
STUDENTS
▲
FACULTY
STAFF DEVELOPMENT COMMITTEE
LOCAL UNION
SUPPORT SERVICES
ADMINISTRATION
FACULTIES
SERVICES
OTHER UNIVERSITIES
RESEARCH CENTERS
EXPERTS CONSULTANTS

Figure 1. Performa at Work in Quebec Higher Education

by the colleges, which indicated an interest in participating in such a faculty development program. Then, in 1972, the Quebec Ministry of Education agreed to help the program financially. Performa *(Perfectionnement et Formation des Maîtres)* was on its way.

How It Works. Performa is based on an equal partnership (see Figure 1) between the University of Sherbrooke and participating colleges. Broadly speaking, the program's main objective is to make possible the full professional development of college teachers by mobilizing resources from both institutions. The formal agreement *(Protocole d'entente)* between the university and each participating college represents an important and binding commitment. The university agrees to provide overall program administration through the director of Performa and pedagogical resources through an Operational Resource Group. Participating colleges agree to provide a faculty development officer, a political milieu and administrative ambiance conducive to success, administrative support, didactic resources, and office space for the faculty development officer and assistant.

Colleges must also accept that Performa is entirely voluntary and confidential. Participation or nonparticipation does not play any role in a teacher's classification unless or until he or she takes part in development activities earning thirty credits, approximating one year of scholarity. This represents an obvious–and perhaps ironic–bow to established Quebec tradition. A participant who earns thirty credits is awarded a Certificate of College Faculty Development *(Certificat de Perfectionnement en Enseignement Collégial or CPEC)*. Depending on their individual dossiers, some participants gain financially from the certificate, others gain in a general way by increasing their credentials, but *all* gain psychologically by increased professional stature.

Development activities are guided by instructors recruited from the university, the college, and occasionally the public at large. Instructors must be acceptable to Performa's director on the basis of personal credentials and established university norms for teacher qualifications.

At present seven colleges are participating, of which six are in the Montreal region and two are English-speaking. One-third of the teachers at the participating colleges have been involved to date. Another indication of acceptance by the college community is the fact that as many more colleges are eager to participate, and many teachers continue to be active in Performa programs even after acquiring the thirty CPEC credits. A continuing attitude of professional and personal growth *is* being stimulated.

Features and Objectives. More specifically, Performa's aims include (1) the development of new psycho-pedagogical skills and knowledge; (2) the involvement of college teachers in an ongoing process of professional and self-development; and (3) the stimulation of pedagogical change and growth. Because of its flexibility, Performa offers development activities in an ever-widening and ever-changing variety of areas, including curriculum planning, tests and evaluation, pedagogical approaches and interventions, technology, and theories of education.

In one case a teacher admitted he had not been making maximum use of the overhead projector because he did not know how to operate it properly. An activity focusing on the overhead projector and other audio-visual aids was designed to meet his specific needs. In another case a group of teachers determined that they did not know enough about the students they were teaching. A major exploration was designed to help them determine student values and concerns. Were students happy or sad? Were they worried about their future? Did teachers influence student career plans? Were teachers' perceptions of students based on reality or stereotypes? What could a teacher do, alone or with others, to help students more? That the first activity (overhead projector) required fifteen hours and the second (knowledge of students) seventy-five hours is further indication of the program's scope and tailormade attributes.

Participating teachers and independent researchers have also applauded . . .

- the high degree of creativity invested by resource persons, especially faculty development officers, in building a wide range of development activities. This means they do not copy ready-made, pre-established solutions but strive for new and better ones.
- the pedagogical quality (high number of resource persons, low number of participants), frequent and regular supervision initiatives, the variety and quality of pedagogical methods and materials offered.
- the program's ability to help participating teachers transfer their theory into creative and useful daily practice (and its insistence on such transfer).
- The participatory potential of Performa whereby participants, though as yet still somewhat reluctant, can act as resource

persons themselves by identifying, planning, animating and evaluating.

- A concern for improvement. Resource persons are not easily satisfied. Activities are carefully planned and constantly modified.

Key Elements. Performa's director, who accepts major administrative responsibility for the operation of the program, controls its quality by approving or rejecting proposals for development activities recommended by faculty development officers.

A program committee made up of an equal number of college and university representatives advises on policies relating to objectives, contents, regulations, educational methods, evaluation of activities and admission of teacher-participants. A small steering committee is elected from the program committee to ensure continuity of advice to the director.

The full-time, professional faculty development officer appointed in each participating college identifies development needs and animates and organizes programs to meet these needs. This appointment is made in consultation with the university, which then accepts the officer as having professional competence in administration and teaching. But—and this is a key and vital Performa trait—the faculty development officer, though on the college payroll and accredited by the university, must maintain a neutral position. Since his or her role is to provide service to teachers, the officer must enjoy a credibility among teaching professionals and be provided a margin of professional autonomy to ensure respect for the voluntary and confidential aspects of the program.

Sensitivity is a further condition of employment for Performa faculty development officers. Their job is not just to provide answers but to help teachers identify their own needs. For a college to become a learning community, its teachers must become learners. At Performa the approach is to help teachers diagnose their own professional development requirements. There is no one way to diagnose, no set, linear steps to be taken. One teacher may think it is a grand idea to be videotaped while teaching in order to assess teaching skills. Another could be frightened away forever by such a suggestion. The officer must be sensitive to the individual needs of teachers. In personal interviews the officer raises basic questions: What are your plans, hopes, concerns, strengths, and weaknesses? What would you like to do? What do you think?

The university names an operational resource group (ORG) from its own staff to actively support faculty development officers in the colleges. ORG specialists teach, design, and are concerned with the application of diagnostic and evaluative instruments; ensure communication between participating CEGEPs; prepare and suggest new learning activities on the basis of diagnosed needs; and keep the colleges in touch with the whole spectrum of available university services. As university staff members, the participants in the Operational Resource Group are constantly examining and evaluating the program and interpreting it to the university.

Motivation, Satisfaction, Outcomes. Performa commissioned a study to determine why teachers participate in its activities. Were financial rewards (possible salary increase) or academic considerations more important than professional development, exchanges with other teachers, and so on? The results were encouraging. Factor analysis showed that on a five-point scale the principal motivating factor was a desire for professional development (3.36). Salary considerations were at the bottom of the same scale (1.70). Other significant motivations were a desire to meet and exchange ideas with others (2.91), characteristics of the program (2.75), and social influence gained (1.85).

In another survey researchers attempted to determine the satisfaction level of participants. Questioned about twenty-five dimensions of the program, they indicated a satisfaction level of 5.50 on a scale of 7. The most highly valued characteristics of the program according to participants were (1) that it was designed specifically for the college sector; (2) that exchanges among participants offered important learning opportunities; (3) that participants could play a role in the design of their own activities; (4) the flexibility of program content and timetables; (5) its accessibility to all; (6) the inhouse availability of activities; (7) the high quality of resource personnel.

Outcomes. Also encouraging were the results of surveys taken after participation in Performa activities. The main impact on the respondents seemed to be improved relationships and contacts with teachers in other departments. They believed this new or increased interdepartmental communication was an important source of potential professional development. Participants also reported their experience within Performa helped them identify areas of strength and weakness and provided remedial solutions.

On the other hand the impact on attitudinal or behavioral change was rated lower by participants. At first glance this may appear to be a negative result. However, a majority of the persons surveyed were new to the program. As the program develops, and as more faculty members participate for longer periods of time, evaluation will be more meaningful. In the meantime, the attitudinal changes observed by program coordinators have prompted us to concentrate even more on the diagnosis and definition of individual teacher requirements.

conclusions

The end of the 1976-77 school year will mark the completion of a four-year study of the Performa experiment. The final report, to be prepared in May, will not reveal utopia. Clearly, faculty development will never reach full potential without institutional development. Teachers and their students are influenced by all elements of the college community. All elements must therefore discover the enriching potential and necessity of continuing development. Another obvious hope is that more universities can be encouraged to participate.

The evidence thus far is less than conclusive, but as the first such effort in Canada, it has achieved quite a favorable response. Performa's experience has shown that a highly individualized and flexible faculty development program *can* be made attractive to college teachers. Faculty development is an enriching experience for both individual and institutional participants. At the University of Sherbrooke there is strong commitment to the continued growth and development of the program. The partnership between the university and the colleges is sound; the future appears promising.

Marcel Riendeau, an associate professor at the University of Sherbrooke, was a philosophy teacher in the CEGEP system and has been associated with college staff development since 1969. He developed and is currently the director of Performa.

Academic discipline organizations are making new efforts to assist teaching and staff development. The community colleges have need for such services, but there are a variety of obstacles to overcome.

discipline organizations: their role in staff development

james a. glynn
gregory l. goodwin

Most academic discipline organizations in the United States began around the turn of the century, at a time when American universities were shifting from an emphasis on character development to a new emphasis on scholarship. Indeed, the "junior college" was first conceived as an institution that would take on the task of general training so that the senior institution could concentrate on scholarly research. Not surprisingly, the new academic organizations, such as the American Historical Association founded in 1884 and the American Sociological Association founded in 1905, stressed research and sought to further the ideals of university scholarship. Their success can be measured by the growth of discipline organizations and the proliferation of research programs in American universities. Perhaps they have been too successful in the single pursuit of scholarly research, for today there is an abundance of doctoral programs and a dearth of research jobs.

New Directions for Community Colleges, 19, Autumn 1977.

The saturated market for university Ph.D.s has caused many research-oriented discipline organizations to reassess their goals. Almost all have discovered that the teaching of a discipline offers more job opportunities than does research, even though the job market for teachers is far from bullish. All the same, this is a revelation for most discipline organizations, since in the past they have either failed to address the special needs of teachers or insisted that teaching and research were indistinguishable components of true scholarship. The emergence of community colleges, unabashedly devoted to teaching, has attracted large numbers of instructors who were trained in special disciplines but who are unwilling to cling to the myth that teaching and research are inexorably connected. Consequently, the survival of many discipline organizations depends on their ability to bridge the gap between their emphasis on research and the needs of teachers. And it is equally true that staff development in the community college will be directed by pedagogists, or not directed at all, until the masters of the disciplines recognize the special needs of community college teachers.

Discipline organizations are many and varied. Although this article focuses on just two, the organizations of history and sociology, the potential and the problems in these fields are similar to those of most disciplines.

the american historical association

The American Historical Association began in 1884, and its most continuous features have been a scholarly journal, academic yearly conventions, and awards for works of original scholarship. Beginning in the 1950s, the AHA sponsored a series of pamphlets designed to acquaint classroom teachers with new historical scholarship. The impact of this series on teaching is uncertain, but many doctoral students can attest to their bibliographical usefulness in graduate study. Articles in the journal continue to pursue topics steeped in scholarship but narrow in scope. Many AHA leaders have been aware of a lopsided emphasis on research, including Dexter Perkins, who was president of AHA in 1956. In his presidential address of that year he chided his colleagues for exalting the written over the spoken word, arguing that their greatest effect on society would be through the classroom teacher, which he labeled "our greatest chance of usefulness, our largest hope." Yet for many years the association continued to pay lip service to teaching and real service to research.

Recently, the AHA launched a recruitment drive to attract five thousand new members, fifteen hundred in community colleges. As inducements, it offered the latter group approximately eighteen hundred pages of printed matter a year and two free AHA pamphlets. Such dubious, if weighty, enticements, even when presented by direct mail to all community college history teachers, are unlikely to arouse much interest. What will persuade them that membership is worthwhile is a greater commitment to their teaching needs, and finally AHA is moving toward such a commitment.

A new constitution, adopted in 1974, created a division on teaching, headed by one of the three elected vice-presidents of the association. In two years the division, recently under the direction of C. Warren Hollister at the University of California, Santa Barbara, has taken the following directions:

- offered more teaching-oriented sessions at annual meetings.
- sponsored regional meetings on teaching (the first was at the University of Kansas in October 1976 and the second at California State University, Long Beach, in April 1977).
- Procured a grant from the Lilly Endowment to continue the Long Island project, a consortia of two-year and four-year institutions to promote staff development in New York.
- launched a new feature in the *AHA Newsletter* on "Teaching History Today."
- worked with *Change* magazine to produce a special report on the teaching of history.
- sponsored a national survey on instructional innovations which is in progress.

The teaching division is currently seeking funding to start nine faculty development centers in various regions of the nation, consortia of two-year and four-year institutions, which would concentrate on teaching techniques and materials.

It is too early to tell whether the recent changes in the AHA structure are cosmetic or real. Although the special recruitment drive mentioned earlier is being aimed partly at community college faculty members, no special community college division is envisioned. Myron A. Marty, a professor at St. Louis Community College at Florissant Valley, has been co-editor of the *AHA Newsletter* feature on "Teaching History Today," and he was recently a candidate for AHA vice-president and head of the division of teaching. While Marty is a devoted advocate of an increased emphasis on teaching in the AHA, he does not support a special community college division. Marty has been disappointed in the reaction, or rather the lack of reaction, of community college history instructors to the AHA initiatives. Most of the teaching innovations reported to the *Newsletter* are from four-year colleges and universities, and a direct appeal to community college departments resulted in very few responses. In one case, Marty contacted a faculty member directly who he had learned employed creative teaching ideas, encouraging him to share his approach in the *Newsletter.* The faculty member shunned the proposal, charging that the AHA had never been interested in community colleges and that he was not going to write anything for AHA use until he saw signs of a real change. Oblivious to Marty's interest as a representative of AHA, this faculty member had set attitudes that would not be changed easily.

the society for history education

Concern that traditional academic associations will not change substantially has led to the creation of new discipline organizations which emphasize teaching and staff development. One such effort began in 1972 at the California State College at Long Beach (now California State University, Long Beach). Its quarterly journal, *The History Teacher,* stresses a "how-to-do-it" approach, generally describing various teaching efforts and avoiding the traditional articles on new and esoteric research. The Society also publishes a Network News Exchange with timely announcements and reports on teaching from its members.

Although there is a feeling among many in the Society that the American Historical Association and the Organization of American Historians (similar to the AHA, only about half its size and more focused on U.S. history) are dominated by research-oriented university professors, they are also aware of the need to join forces. A joint recruitment drive of the Society with the OAH is under way, and the Society co-sponsored with the AHA the conference on history teaching held in Long Beach in April 1977.

The courtship between traditional academic associations and new teaching-oriented organizations has much going for it. There is a limited market for membership and the struggle for survival suggests merger as well as competition. Furthermore, there is no sharp line dividing research from teaching, and historians in either camp can readily see the value of both. It is not a question of content versus method, but rather a problem of how one approaches the blending of knowledge and its dissemination.

If the courtship between the old and new associations falls short of a marriage, the failure could very well be due to two differing views of staff development. Although traditional associations are willing to grant respectability to the study of pedagogy, even to the point of creating special divisions, conferences, and publications, they remain committed to a view of staff development which defines quality in terms of contributions to the body of knowledge that composes the discipline. Richard Kirkendall, executive secretary of the Organization of American Historians, has stated that everything the organization does is aimed at faculty development, including the prizes, scholarly publications, and annual paper-reading conventions. Yet Kirkendall (1975) has been instrumental in expanding OAH's interest in history teaching, chairing a national committee (co-sponsored by AHA) on the status of history in the schools.

According to the newer view, one that holds more sway in community colleges, staff development means improving the performance of the average teacher in the average classroom; quality is defined in terms of contributions to student learning rather than additions to the body of historical knowledge. At some point in the courtship the time must come to face the reality that an academic organization, like any other institution, has limited resources and must decide how they will be dispersed among various programs aimed at a variety of goals. At that point, the candy and flowers will have to give way to a more complete sharing of resources or the divisions that should not exist will grow ever wider.

The situation in sociology is similar. An oft-stated criticism of college professors in sociology, not unlike their colleagues in history and other social science disciplines, is that, although they may be well versed in the theory, development, and techniques of their field, they are least prepared for the specific occupation that they have chosen—teaching. It would seem, therefore, that those who instruct ought to be concerned with their performance as teachers and ought to strive constantly to improve their skills. Anne M. Casale (1976) has clearly observed, "As teachers of sociology you have the opportunity to present each class of students with the 1976 equivalent of the 1492 revelation that the world is not flat."

What an exciting prospect! Every professor of sociology has the opportunity to experience the triumphs of Copernicus, Galileo, or Columbus. Yet Casale, an undergraduate student of sociology (who, no doubt, has already heard too often that the "revelation" of the elliptical shape of the world was made quite some time before 1492), admonishes her professors for not taking advantage of that opportunity. She raises the following serious questions:

> Is teaching a form of force-feeding students with materials (hard data, empirical research) which they can then regurgitate on cue? Or is it inspiring, liberating, opening intellectual doors for the student? Where is the emphasis on the *joy* of teaching—and of learning? How does the teacher communicate to his students the excitement of sociology?

Those who teach sociology owe some answers to Casale, and indeed to many students who feel as she does. Although teachers of sociology, like their colleagues, have often failed to provide answers, they are beginning to ask such questions, and their academic associations are beginning to reflect their concerns.

the american sociological association

Founded in 1905 as the American Sociological Society (a name fortunately changed before the American fondness for acronyms became pronounced), the American Sociological Association today has more than fifteen thousand members. The Association aims both to stimulate research and to improve instruction. Its major publishing effort is a research journal, the *American Sociological Review.* In addition, it publishes *ASA Footnotes,* a newspaper-styled vehicle to stimulate discussion within the profession, and *Contemporary Sociology,* a journal of book reviews. ASA maintains numerous divisions, or sections, to serve special interests in the field. There are classic sections in Sociological Theory and Social Stratification, and more contemporary sections, such as Sex Roles.

Generally affiliated with the ASA are regional and state sociological associations, such as the Pacific Sociological Association or the North Carolina Sociological Association, which present additional opportunities for sociologists to meet and discuss topics of concern to the discipline. In general, these state and regional associations emphasize teaching effectiveness and staff development more than does the parent ASA. These smaller associations also concentrate more on the problems presented by the local universities and state or community college systems. However, regional and state associations generally lack the federal and private funding necessary to develop the type of massive program needed to answer Ms. Casale's questions and make sociologists better teachers.

The ASA's major move thus far to deal with these issues was the approval in 1970 of a formal section on undergraduate education, which finally became a functioning reality two years later when funds were set aside for the task forces developed within the section. These task forces were originally identified as Group A (concerned with educational objectives, disciplinary boundaries, core concepts, methods, progression through curricula, and the effect of the first course as an entry to the field), Group B (concerned with identifying the understanding, knowledge, and skills needed to develop teaching competence), and Group C (concerned with exploring the relationship between institutional conditions and contexts and the teaching of sociology).

In 1974, the section received additional funding from the Fund for the Improvement of Post-secondary Education (HEW). A major portion of this money was allocated to Group B, which designed, administered, and interpreted an instrument to determine the scope and quality of both preservice and inservice teacher training. Among other things, the survey, reported by Ewens and Emling (1976), showed that less than one-third of graduate students in sociology departments are required to gain teaching experience and that inservice career development activities are clearly lacking at every level of higher education in the country.

The Lilly Endowment, which assisted the American Historical Association in its Long Island project, granted more than $200,000 in 1976 to expand the work of the ASA and the section on undergraduate education. As a result in October 1976, twenty-one sociologists from community and junior colleges, state colleges, and state and private universities met and planned a "network of teaching resource specialists of the ASA Project on Undergraduate Sociology." Charles A. Goldsmid, who directs the teacher development group, explains that the first major step in developing better teachers of sociology will be for departments of sociology to request consultations with these specialists (the Lilly grant makes possible more than one hundred consultations). The sociologists who compose the "network" will be available to travel to departments, as well as regional and state meetings, and to conduct special workshops and seminars related to the teaching of sociology. One of the participants, Bill Ewens, explained that "this network will be similar to the Agricultural Extension Services, whose agents during the last half-century have been successful in diffusing knowledge and information about improvements in farming techniques" (1976). (Sociologists interested in the project or the assistance it provides may write to ASA Sociology Project, Carnegie Library, Oberlin College, Oberlin, OH 44074.) The project will also provide instructional improvement materials to individual faculty members and will help departments gain access to teaching resources in their discipline. Finally, the project aims at promoting teacher development in institutions presently lacking either preservice or inservice programs. Annotated bibliographies, several pamphlets on staff development, and a number of short books concerning teacher development in graduate schools are also available from the section.

Occasionally, organizations other than privately funded associations or the ASA support projects designed to assist teacher development among sociologists. The National Science Foundation has been a significant contributor, as has the American Academy for the Advancement of Science. Another is the American Academy of Political and Social Science, under whose auspices an important work was published on the scope, objectives, and methods of sociology (Bierstedt, 1969).

pertinent publications

Over the years, a number of monographs and journal articles in the official publications of the ASA have presented opinions regarding teacher development. Many education journals have carried articles on the general theme of staff development, and even some "slicks," such as *Transaction/Society*, have indicated interest in the sociologist as a more effective teacher. However, in 1973, something unique happened. Sage Publications produced a journal, *Teaching Sociology*, expressly designed to implement innovative techniques in the discipline. In fact, the April 1976 edition was devoted exclusively to "Preparing Sociologists To Teach." Edited by Richard Gelles and Murray Straus, *Teaching Sociology* comes closer to providing answers to Ms. Casale's questions than any publication available. Charles Goldsmid edited the special issue which deals with many facets of teacher development, from "launching sociology instructors" to "inservice training." Goldsmid compiled and annotated three concluding sections: Key Resources in Teacher Development; Periodicals on Teaching and Learning; and Teaching Sociology: A Selected Bibliography.

Perhaps through the projects of the ASA, the section on undergraduate education, and publications such as *Teaching Sociology*, those who teach sociology can aspire to the heights suggested by Casale's closing remarks: "Never mind showing to your students your building blocks, your hard data, your empirical studies, and telling them how to use those blocks to build houses for themselves until you have shown them first the vision of the city on the hill."

the community college social science association

None of the discipline organizations discussed so far has responded directly to the particular needs of community college faculties, although a new interest in classroom teaching strikes a responsive chord in the two-year colleges. There are probably too few community college teachers in any single discipline to support a major association, but discipline clusters can develop their own associations which address their needs squarely. One such effort is the Community College Social Science Association, which reaches out to teachers in anthropology, economics, history, political science, psychology, and sociology. Started in 1970 by a group of Southern California teachers, led by Gerald Baydo at Grossmont Community College, the association has held semi-annual national conventions and numerous regional workshops and has published a quarterly journal.

The CCSSA was an ambitious project undertaken with great hopes and very limited resources. Unfortunately, community college faculties nationwide were slow to support its efforts, and increasingly it was infiltrated by state college and university people eager to find a vehicle for publication and the delivery of convention papers. Perhaps attempting to appeal to a cluster of disciplines failed to win the loyalty of any. At any rate, the Association barely averted bankruptcy in 1976 by making desperate appeals for money to its members. Dues were raised and the quarterly journal has been reduced to three publications a year. The 1977 spring annual meeting in Los Angeles was revamped with the intent to appeal more directly to community college teachers. Despite its difficulties, the CCSSA has dedicated leadership and seeks to fulfill an obvious need of community college social science teachers.

attitudes of community college faculty

Kenneth E. Eble (1974), who headed the Project to Improve College Teaching which was sponsored by the American Association of University Professors and the Association of American Universities between 1969 and 1971, reported that less than half the teachers he observed were inclined toward developing teaching as an art or science. Eble frankly admitted that he did not know how to go about changing this attitude among so many college teachers. In the community college, special problems prevail. Teaching loads are generally heavy, both in time and numbers, and the time and energy available for staff development are limited. Many find it difficult to attend conferences because of their schedules and limited funds for travel. Furthermore, many have severed connections with discipline organizations, if indeed they ever had them, because their needs and problems seem so totally different from those which fill the pages of professional journals and the programs of their conventions. A community college teacher from Cabrillo College, Bradley Smith (1975), stated that "junior college teachers still have occasion to feel like barely tolerated draftees or short-term recruits pressed into service during a professional emergency."

Smith noted a facet of community college reality that confounds the problem faced by discipline organizations in winning the support of community college faculties. Although many two-year college teachers emerge from graduate schools steeped in their discipline's particular lore, they soon discover that their instructional difficulties are not limited to the confines of that discipline. Very often, they find themselves in interdisciplinary departments or divisions, and they learn from their departmental colleagues that they face identical problems of conveying the knowledge of the discipline to students.

At the same time, most community college teachers seldom turn to the schools of education that exist in abundance, turning out large numbers of primary and secondary teachers. Perhaps these instructors are too content-oriented to gravitate toward the pedagogists, yet unsatisfied with the esoteric research promoted by academic associations.

It does appear, however, that a successful staff development program for community college teachers could be designed. Initially at least, inducements will have to be offered to draw teachers away from their suspicions and their burdensome responsibilities. Institutional support in the form of released time and innovation grants will be needed, and fellowship awards for consortia programs will stimulate involvement. One of the least expensive yet most motivating devices is simple recognition for a job well done, and certainly there is much more that discipline organizations can do to recognize and honor excellent teaching. Nevertheless, in the last analysis, it will be the faculties of community colleges who determine whether they will support efforts to improve instruction and to develop their own careers. As long as these efforts are confined to pedagogists, academic faculty members can disdain participation. Once the discipline organizations truly endorse staff development, infusing it with real content and academic respectability, then community college faculties will be tested in a new way. If apathy prevails, they and their students will lose. But if real problems are addressed and concrete solutions are advanced, community college faculties will recognize and support the discipline organizations in ever greater numbers. They will in fact have become participants instead of recipients, viewing their memberships in the associations as stockholders rather than consumers. Traditional discipline associations can still succeed in this effort, although their successes to date have been minor. New associations may emerge to meet the challenge, but they face many organizational obstacles and do not enjoy traditional academic prestige.

conclusion

The most recent of the nation's twenty decades has been a time of doubt and drift, in society at large and in education in particular. Community colleges have boomed with new enrollments and have sought new constituents everywhere. For the faculties of community colleges, mostly trained in discipline-oriented universities, this change has brought challenges and frustrations. New populations have been finding their way to the classroom, many of which are ill prepared to learn in traditional ways. The need for staff development is clear enough, but the means to accomplish it are sporadic and often inappropriate.

After many years of ignoring or deprecating the practical needs of classroom teachers in general and community college instructors in particular, academic discipline organizations are moving to include these concerns within the scope of their activities. They sorely need the membership support of classroom teachers, and they are becoming increasingly aware that the problems of teaching are expanding in the four-year colleges and universities also. The steps being taken include special task forces to study and recommend action on teaching-related problems, news-exchange publications of teaching innovations, special workshops and conventions that emphasize teaching strategies, and awards and recognition for outstanding teaching projects. In staff development in particular, many associations are seeking to sponsor training programs for teachers in the field, involving on-campus consultants, weekend minisessions, summer workshops, and more extended institutional retraining for veteran teachers. It is regrettable that governments and foundations are providing comparatively little financial assistance during this period when academic associations are seeking support to move in these new and critical directions. Outside help is needed, and those within the disciplines need to work together to improve all phases of the development and dissemination of knowledge. For it is academic associations, not college deans or education specialists, that offer the best hope of winning the acceptance and the dedicated involvement of community college teachers.

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Instructional development may require novel workshop procedures to help faculty members implement their goals, set up appropriate learning activities, and continually improve the design of their instruction.

a strategy for inservice instructional development

rita b. johnson
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As we hear again and again, the central mission of the community college is teaching. The central question before us, then, is "How can we cause teachers to incorporate new practices in their classrooms and improve the design of their instruction so that students learn what is intended?" Not many good answers to this query are available, as other contributors to this issue have made amply clear. But at least one method that seems effective is an inservice workshop strategy for training teachers to create and use self-instructional materials.

We first implemented and perfected this technique with faculty members in a variety of non-health-related fields in a project involving twenty-one community colleges. Subsequently, the model was used with more than two thousand instructors from schools of

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medicine, public health, dentistry, pharmacy, nursing, and allied health as part of a faculty development program in a consortium of thirty-eight medical schools. Then in 1976 the League for Innovation in the Community College initiated the Health Instruction Exchange (with funds from the W. K. Kellogg Foundation) and asked us to head the project. The League, representing forty-eight community colleges, wanted to stimulate the sharing of replicable materials that would enable students to learn at their own rate according to their educational background and need. It was agreed that such materials would ensure that students sequentially master each instructional objective and would enable teachers to obtain data helpful in *improving* the instruction they had designed. The means to this end was to be a workshop similar to those we had been offering. As a result, four hundred faculty members attended these sessions in the first year of the Exchange project. The nature of their participation and the results are described here.

the workshop

The overall goal is to improve instruction to the extent that student learning becomes the product of education. This goal is accomplished by shifting the emphasis from the process or means to the outcomes or ends of instruction; that is, what the student can do as a result. For example, after using a health instruction package, a student might be able to calculate medical dosages, analyze the causes of a problem, outline a plan for patient care, reassure anxious patients, conduct an interview, label a diagram of teeth, recognize correct charting procedures, help patients change their life style, give an injection,or demonstrate a bed-changing technique.

The workshop teaches a faculty member to (1) *define specific instructional objectives*—state the competences or skills a student will demonstrate at the conclusion of instruction; (2) *develop a post-test*—write test items that measure the intended student behavior; (3) *select an instructional strategy*—choose a method for teaching students the intended behavior; (4) *try out the strategy*—determine whether a pilot group of students are successful; and (5) *revise the instruction*—improve the material until most students can master the intended behavior.

To accomplish these aims, each participant in the workshop is expected to produce a short self-instructional package that includes the following elements:

1. *Objectives:* The unit must describe the observable and measurable performance of an intellectual or psychomotor activity. It must also specify what attitude the students should exhibit toward the content or material.

2. *Practice:* Opportunities for practice must be frequent and consistent with the behavior named in the objective.

3. *Feedback:* Immediate results of practice in the form of correct answers permit students to modify their behavior immediately.

4. *Post-test:* The ultimate test should measure both skill and attitude to determine whether the objectives have been achieved.

After developing their packages, each participant tests the package on a number of fellow faculty members in order to collect data for use in revising and improving it. The workshop's objectives are accomplished only if 90 percent of the faculty members produce a self-instructional package, the materials meet the criteria listed above, and the packages are tested as well as revised during the workshop. It is further expected that 20 percent of all participants will continue to produce one or more packages after the workshop has ended.

Format. The workshops are ideally limited to thirty-five to forty teachers, all of whom are prepared with an announcement detailing what to expect and the materials to bring. Participants are informed they will need a full two and a half days to devote to the experience and are asked to bring course materials such as slides and tests currently used in their instruction. The workshops are generally conducted away from office phones and other daily obligations.

An overview is given at the beginning of the workshop to introduce the self-instructional concept and orient participants to the agenda. Large-group sessions are scheduled at frequent intervals during the first two days for clarification and amplification of ideas or for a summary and exchange of experiences. Most of the two days, however, is devoted to independent study and production.

During the session, the faculty members work in a typical self-instructional environment. Everyone progresses at his or her own rate through the first three chapters of a book entitled *Toward Individualized Learning* (Johnson and Johnson, 1975), which is a set of self-instructional packages. This material is a revision of several earlier books (Johnson and Johnson, 1969, 1970, 1971) and has been used as teacher training material with more than seven thousand teachers in a variety of fields.

Throughout the workshop, the leaders serve as role models. They work with participants individually on package development—much as teachers might when tutoring students in an individualized instructional environment. They serve as diagnosticians, analysts, motivators, counselors, and resource personnel. They also provide technical and back-up support in the form of typing, artwork, and supplies to aid the teachers in their central task of production.

Most community college educators complete the material in two days, producing testable twenty- to thirty-minute packages ready for tryout by the morning of the third day. Then the participants test their instructional package on two to five fellow faculty members serving as students. Afterward they interview each "student" and record errors on the practice exercises and post-test. The "student" becomes an expert in this role, critiquing the package in terms of its ability to teach the intended behavior. This experience gives the instructor ideas for additions, revisions, or deletions that will expedite learning. These revision data are immediately collected and used to revise the packages at the close of the workshop.

Following a short rewrite session, a large-group meeting promotes closure and offers further follow-up support to each participant who wishes to produce more packages and obtain copies of other faculty-produced units.

HIE clearinghouse

To encourage communication among members of the Health Instruction Exchange, newsletters, catalogs, and lists of packages available for field testing are distributed to participants following the workshop. The Exchange office serves as a clearinghouse for collection, tryout, and further exchange of materials among all the participating colleges.

examples of packages

More than two hundred and fifty are listed in the 1977 *User's Guide of Self-Instructional Materials in Health* published by the Health Instruction Exchange. A few examples of the multimedia packages developed by participants in the workshop follow.

Chris Daschbach of Bakersfield College in California designed a unit, *Morning Care of Newborn,* for nursing students. To complete the objectives the student must read and carry out instructions in an illustrated workbook, using a doll, clean baby clothing, soap, water, blankets, wash towels, alcohol, a thermometer, a scale, and a stethoscope.

Frances A. Lupi of De Anza College requires two students to work as partners, one being the patient and the other a health care worker. An illustrated workbook entitled *Positioning Is Everything: How To Position Patients for Treatment* requires the use of a flat surface, chair, pillows, towels, and a footstool.

Own Your Body Size by Mary Jane Shu of Monmouth Medical Center in New Jersey is a unit on weight control for the average citizen. Measuring tape, newsprint, a crayon, and a normal weight and height chart are used in the numerous package activities.

Description of Oral Lesions by Carol Ann Sherrill of Foothill College consists of twenty-four 2" x 2" color slides and a workbook for students of dental sciences programs.

Ellie Dunkleman of De Anza College designed *Equipment for Intramuscular Injections* for nursing students. This unit requires the use of two textbooks, along with an illustrated manual and numerous materials such as syringe, sponges, vials, ampules, solutions, and needles.

Winifred Starr of Maricopa Technical Community College decided that an audio cassette recording was crucial as part of her unit, *Recording Telephoned Laboratory Results of Complete Blood Counts.*

In the basic sciences, Robert J. Boettcher and Linda G. Boettcher of Lane Community College in Oregon elected to adopt the short-frame programmed text approach in their materials. *Use of the Microscope, The Contraction of a Muscle,* and *Antibiotics* are among the several units produced by R. J. Boettcher. *The Acid Base Balance Concept* by L. G. Boettcher is a series of nine short modules to be taken sequentially by basic science students.

Patricia Lind of Foothill College produced eight separate packages for dental science students, each of which has been translated into Spanish for tryout with students in Guatemala. These include *Dental Deposits, Gum and Bone of the Permanent Teeth, Sharpening Dental Instruments, Dental Instruments for Examining the Teeth,* and *Dental Instruments for Cleaning the Teeth.*

results and conclusions

Since February 1976 when the Exchange began, the project's primary objectives have been attained. More than 90 percent of all those participating worked through *Toward Individualized Learning,* completed packages, tested them, and revised them in the workshop. A secondary objective, mentioned earlier, was that 20 percent would continue to produce, try out, and revise a number of packages. Although we do not have sufficient data yet to state whether this goal is being met, a number of participants have said the experience was helpful, noting that the teaching skills they developed are as beneficial to them as the packages are to the students. These skills include the ability to (1) analyze the instructional task and arrange the learning steps; (2) separate the ends from the means of instruction; (3) establish the desired instructional outcomes; (4) select the media and methods that are most likely to achieve the intended results; (5) devise test items that really assess whether the objectives have been met; (6) evaluate the effectiveness of the media and methods used; (7) use a variety of techniques to collect revision data; and (8) locate the types of improvement needed and then revise. We also expect some participants to report instructional improvements such as flexibility of scheduling, more efficient use of space and equipment, better control and knowledge of students' progress, greater adaptability to the individual interests and needs of students, and increases in the students' ability to direct their own study.

As we stated at the beginning, this workshop model has been revised continuously in order to achieve these aims. In fact, the materials we are now using are the eighth version of a set of teacher-training packages first field tested at the University of California at Los Angeles in 1968. Over the years we have collected a great deal of data from interviews and from analyzing our errors. On the basis of this information, we have shortened the training from six weeks to two and a half days and improved the format of the materials, although the basic strategy has changed little. As a result, the quality and quantity of packages produced by workshop participants have increased considerably, and self-instruction is finding its way into more and more classes, hospitals, and clinics. We believe formal lectures are likely to be replaced by packaged materials which students are allowed to study at their own convenience for as long as necessary. They will obtain the materials and then work at home, in a laboratory or lecture hall, or at a learning center. Instead of being ranked and compared to others, students will be judged by their skill in mastering the objectives. Instead of progressing in lockstep with the rest of the class, they will be able to take as much or as little time as they need to master the material.

Thus, the results so far are positive. Although much more evidence is needed on how well the skills learned in the workshops are being applied in the classroom over an extended period, we are hopeful that this workshop strategy is having a long-lasting effect.

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Models and guidelines are proposed
to assist staff development specialists
in their evaluations.

evaluating staff development programs

albert b. smith

To date, the staff development movement has focused its attention on planning and implementing programs. But the time of reckoning is here. Unless professional development specialists can evaluate and report the quality of their programs, they are not likely to continue receiving the financial or administrative support that they now enjoy. In an attempt to locate an effective evaluation model, one might naturally turn to existing programs for examples and advice. The only problem with this approach is that very few staff development programs have effective methods of assessment.

Nevertheless, one reasonably good system is in operation in Florida's twenty-eight community colleges. There, each college is required to submit annually to the Florida Division of Community Colleges completed "activity evaluation" forms for the college's staff and program development activities. Under this reporting system, the following information must be provided for each staff development activity: (1) the title, (2) the specific objective(s) stated in performance terms, (3) the program-planning-budgetary system and (4) the amounts budgeted and spent on the activity. In addition, the director must report whether the activity (1) was never started, (2) was abandoned, (3) was completed, or (4) is still being completed. The director must also indicate whether the procedure for achieving the specific objectives was successful and whether or not these objectives were met. Finally, the director must provide a narrative evaluation of each project, describing the results achieved, and indicate to what degree the project was related to the college's Five-Year Goals Plan for staff and program development (Division of Community Colleges, 1976).

Although this system contains some of the most important components of an effective evaluation program, such as clear statements of both long-range and short-range goals and objectives and the use of an external evaluation agency—the Division of Community Colleges—it possesses a number of weaknesses. For example, this system relies very heavily on internal self-reports, a subjective and often highly biased form of evaluation, instead of using some of the more commonly accepted objective forms of evaluation, such as the observation and reporting of changes in the behavior of staff members or students by external evaluation specialists. Another major problem with the Florida evaluation system is its reliance on one standardized format for reporting and evaluating all staff development activities. Because of this reliance, experimentation with other forms has been limited; in fact, many of the state's colleges now rely solely on self-reports. In a state system where more than fourteen million dollars was spent on community college staff and program development from 1969 to 1975, one might have expected to find a wider variety of evaluation models in operation.

However, one should not be too critical of the Florida systems, since similar self-evaluation methods abound in most of the other community colleges, as well as in universities and four-year colleges. Clearly, the evaluation of staff development programs is in its infancy nearly everywhere.

choosing an evaluation model

Since current programs yield little that is useful, where can the specialist turn for an effective model? Three possible forms described in the literature are reviewed briefly below.

Formative and Summative Evaluation. Evaluation can be divided into two types: formative evaluation, which is continuous throughout the program, is essentially concerned with helping the staff director manage the planning and implementation phases; summative evaluation assesses the overall effectiveness of the completed program. Ideally, both the formative and the summative evaluator work with the staff development specialist from the beginning of any given project, but their energies are applied differently. The former might provide assistance by field testing preservice or inservice training materials, describing the target group or assessing their needs, defining goals, and designing program procedures or process evaluations. The summative evaluator is involved at the start only because any final assessment must be planned before the staff development program is implemented. The major part of his or her work obviously is done at the end of the program. Another major distinction between these two models is their differing audiences. Whereas formative evaluation is intended primarily to help the developer, summative evaluation is directed to policy makers, such as boards of trustees, college presidents, and academic deans. Typically, the product of the summative evaluation is a report, which should indicate the program's successes (intended outcomes achieved; positive but unintended outcomes attained) and failures (intended outcomes not attained; negative unintended outcomes noted). In the report the evaluator should also point out the specific components that seemed to influence success or failure.

Goal-Free Evaluation. Because of his increasing uneasiness about the separation of goals and side effects, Michael Scriven (1972) proposed this form as a means of ensuring that evaluators take into account the actual results as well as the intended effects of education and training programs. Scriven's ideas are particularly appropriate for staff development programs, since some achieve their goals but are terminated because of particularly adverse side effects, while others make little or no progress toward their desired outcomes but are implemented because of important unintended outcomes. Under these circumstances, it makes little sense to perpetuate a distinction between intended and unintended outcomes since the final appraisal should focus on importance, value, and effects, not intention. Also, it is probably unwise to give special attention to one type of effect in an evaluation effort just because it was anticipated in advance as a goal. For Scriven, a special emphasis on goals is important in assessing a proposal, but not in evaluating a staff development process or end product.

The Medical Model. One of the most common methods of evaluation used in education involves the comparison of average gains for different groups, some of which have been exposed to a particular educational practice or training program. This approach has also been called the *engineering model* because it deals with on input-output differences, frequently in relation to cost. This method would provide the staff development specialist with information necessary for assessing the overall impact of programs, but the data gathered would not be sufficient for developing or revising programs. The latter requirements are satisfied by the medical model of evaluation, which is more comprehensive than the engineering approach in several ways. For this reason, I recommend it as one of the better means of assessing staff development programs in community colleges.

A prime advantage is that it recognizes that prescriptions for treatment and the evaluation of their effectiveness should take into account not only reported symptoms but other characteristics of the human body and its ecology as well. In a staff development setting, this holistic approach calls for a systems analysis: the evaluator studies not only what goes in and what comes out but also the interrelatedness of all factors (psychological, social, environmental, and educational) that may affect the quality of the program. Another implication of the medical model is that the individual's feelings and reactions should be assessed periodically and not just at the beginning and the end. Staff development specialists should also be concerned about the attitudes of participants toward their treatments.

It would seem wise for the specialist who followed this model to extend the range of evaluation over long periods of time. As in medical case studies, the evaluator should include measures of antecedent conditions as well as follow-up measures of the consequences of both the treatment and termination of the treatment.

organizing for evaluation

Most staff development programs have either a part-time or a full-time person who is responsible for coordination. Sometimes this person is the college's dean, but quite frequently the individual is a faculty member who has been given released time to plan, implement, and evaluate the program. Staff development committees, totally composed of full-time faculty members or made up of representatives of the college's administrative, clerical, part-time, and full-time teaching staffs, are also frequently involved in directing programs. Although many colleges have or are developing fairly elaborate organizations for carrying out their staff development plans, the assessment function has been neglected.

How should the staff development specialist organize for both formative and summative evaluation? First of all, he or she could get assistance from a number of resource people. One is the college's director of institutional research, who probably has been trained both in statistics and educational measurement and should be well qualified to conduct evaluation studies. The director is also a person who should be able to work with the specialist from the inception of each major staff development project, thus meeting one of the essential requirements of the formative evaluation model. Other individuals who might make assessments include (1) a full-time evaluation specialist, (2) a part-time evaluator selected from the college's own faculty, (3) an evaluation committee composed of college staff members, and (4) an outside consultant. If a college has funds to hire a full-time person, this is probably the best approach to take. Such an arrangement would enable the staff development specialist to give full attention to creating programs while the evaluator handles assessment as a valuable member of the team. A staff developer who is asked to plan and evaluate his or her projects without assistance is not likely to have the time or the skills to do a good job of evaluation. However, if college resources are scarce, then the specialist should seek part-time help from within the institution. A part-time psychology instructor who has skills in educational assessment might be an excellent choice. Finally, the staff developer could periodically employ an outside consultant to conduct formative evaluations. One major advantage of doing so would be the more objective viewpoint the person would likely bring to the task. One possible disadvantage could be the lack of continuous contact between the staff development specialist and the evaluator. However, this drawback is offset by the fact that any evaluator in residence for a period of time may become less and less objective. For summative evaluations, the staff developer could utilize some of these same persons. Other possible resources are evaluation teams from other community colleges. Roland Terrell, president of the Florida Association for Staff and Program Development and director of staff and program development at Florida Junior College in Jacksonville, Florida, has proposed that both summative and formative evaluations of staff development projects in Florida's community colleges might be partially accomplished by teams of outside evaluators who would make periodic visits to colleges. These teams might comprise staff development specialists from community colleges, state education department personnel, community college administrators, community college faculty members, or university experts on educational evaluation. This external-team approach to summative evaluation may be a very effective way for staff development specialists to gain new insights into the quality of their programs. Perhaps some agreements can be worked out whereby colleges could exchange evaluation teams. It is hoped that a number of colleges will attempt to use this form of evaluation in the near future.

steps in implementation

Both formative and summative evaluation can be undertaken in seven steps. First is an effective evaluation plan that identifies the program to be evaluated. This may be a difficult task because of the wide variety of faculty, organizational, and instructional development programs that a college is likely to offer in any year. As a general rule, however, the first program selected for evaluation should be the one that is likely to have the greatest impact on the college's instructional program and the one in which the most money is invested.

Step two, establishing objectives and standards, is the most important. Most evaluation specialists (the goal-free evaluators being the exception) would urge that it is very difficult if not impossible to evaluate a program that lacks clearly defined aims and criteria for judgment. Without them, the evaluator does not know what should be measured. The fact that there have been so few evaluation studies of staff development programs to date in community colleges may be explained by the newness of this movement; however, it is also due to the fact that many programs simply lack clear goals.

Before setting objectives and standards, the development specialist should assess the needs of the staff. Hammons and Wallace (1976) and others have shown that such an assessment, when conducted properly, can be a very effective process for establishing specific objectives and program priorities. Presently, Santa Fe Community College and Central Florida Community College in Florida are surveying their full-time faculties and administrative staffs using the Delphi Technique as a means to develop and improve consensus on what kinds of programs are needed and which should be undertaken first. The results of this experiment should help determine whether this technique is valuable.

The third step in an evaluation project is to identify and classify the variables to be studied. Any program has literally hundreds of variables that could be examined, so the evaluator will have to select those that are considered most important for further measurement and description. This task will be greatly simplified if a classification system like the following is used.

1. *Input variables:* characteristics of the program participants, such as age, sex, amount of previous training, previous degrees, student ratings, years of teaching experience, attitudes toward teaching, and learning style.

2. *Program variables:* materials used, classroom activities, group structure, workshop duration, physical facilities, costs, teaching strategies employed, and so on.

3. *Content variables:* relevant characteristics of the general setting, such as administration attitudes and resources, political and social climate, faculty turnover rate, and employee morale or the job satisfaction of the participant groups.

4. *Assessment variables:* characteristics of the instruments or data-collection procedures that might affect results and lead to erroneous interpretations—for example, the competence of interviewers or raters, stressful testing situations, and the reliability or validity of posttests.

5. *Outcome variables:* cognitive growth of the participants, staff attitudes, attendance patterns, gains in student learning, number of people completing a program, curriculum and instruction changes, organizational changes, and so on. Both intended and unintended outcomes can be included.

Planning and designing the evaluation approach is the fourth step; some possible modes are experimental designs, quasi-experimental designs, ex post facto designs, cross-sectional studies, longitudinal studies, pretest-posttest designs, surveys, and case studies. (See Anderson, Ball, Murphy, and Associates, 1976, for details.) Of these, a case-study approach seems to me efficacious because it not only illuminates issues, problems, and significant program features, as Parlett and Hamilton (1972) recommend, it provides the staff development specialist with both quantitative and qualitative data. This method is also consistent with the holistic philosophy that is the basis of medical models. and for that reason its implementation is more likely than that of other approaches to give the evaluator the best understanding of the true impact of the program.

Next comes the collection of data. Many good procedures exist for accomplishing this step, including the use of self-made tests, standardized tests, situational tests, interviews, questionnaires, ratings, observation techniques, and unobtrusive measures. Questionnaires and rating scales tend to be the most common in community college staff development programs. The academic dean at the College of the Mainland in Texas, for example, has surveyed his full-time faculty members to determine their perceptions of the outcomes of the college's inservice programs. Not only did he learn a great deal about the quality of his program from this survey but he also discovered that the faculty felt the most desirable way to evaluate inservice training was by allowing program participants to rate specific programs using institutionally developed rating forms (Mortvedt, 1975). Questionnaires are indeed useful, but to gain an accurate assessment of the strengths and weaknesses of inservice activities, the staff developer should employ more than one collection procedure.

Staff development specialists are also encouraged to consider the use of "unobtrusive" measures, of which there are three general types: physical measures, archives or records, and observations. Specialists could evaluate more effectively if they would simply begin to keep records of such things as the faculty's use of media or learning center resources, the number of faculty consultations with instructional development personnel, faculty attendance at workshops, and student ratings of teachers who have undertaken inservice training. Initially, the best approach may be to develop a simple inventory of staff development activities and to report them to influential administrators. Until such inventories are taken and reported, it will be difficult for the staff development specialist to set objectives and standards for further evaluation purposes or to win the support of key policy makers for new projects.

Some obtrusive and unobtrusive measures of the success of a faculty development program have been reported by Harmon Pierce, acting president of Burlington County College in New Jersey (cited in Hammons, 1976, pp. 30-31):

> 1. The level of instructional competence at the institution is rated as good to excellent by over 87 percent of all students surveyed in all categories: current, graduated, transferred, dropout, and dean's list. . . .

> 4. Complaints from students regarding the teaching competence of some adjunct faculty members have decreased markedly when such faculty members have successfully completed an adjunct faculty inservice institute.
> 5. Student attrition between fall and winter semesters has been reduced from a high of 20 percent in the first years of the college to a stabilized figure of 7.0 to 7.6 percent for the past two years; and the percentage of freshman year students returning to the college for their second year has increased over the same period. . . .
> 7. Faculty development and the concomitant utilization of instructional technology systems (with differentiated staffing allowing a relatively high FTE student/FTE faculty ratio and an average academic year student credit hour production of 1255 hours per faculty member) [have] allowed the college to operate the instructional program at below the national and New Jersey average cost per FTE, despite the rather large institutional investment in development and instructional support.
> 8. Full-time and adjunct faculty rank the preservice and inservice institutes highly with regard to the accomplishment of their developmental objectives, and surveys indicate a high degree of internalization of knowledge and desired attitudes by the participants. . . .
> 10. One hundred percent of the full-time faculty are writing learning objectives and working to implement instructional systems technology in their teaching.

The next to last step in the evaluation of staff development programs is the analysis and interpretation of data. At this point, the evaluator will probably benefit from the assistance of a skilled statistician. Although the statistician can help the evaluator select the correct analysis techniques for each project, the evaluator should give serious consideration to using multivariate analysis along with other less sophisticated treatments. The term *multivariate analysis* denotes a series of statistical techniques for analyzing a set of variables in relation to a number of faculty members, students, or experimental subjects. This method is recommended because it gives a more complete picture of the relationships among the variables than do the more traditional univariate procedures.

The seventh step in a sound evaluation system is to prepare a final report and disseminate the findings. Today, the most common means of accomplishing this aim is an annual report, which, although it rarely describes evaluation studies, often provides upper-echelon administrators with a descriptive inventory of the college's staff development projects. This review is often the sole basis for the future funding of inservice training programs. For this reason some of the most successful staff development specialists around the country are those who have prepared comprehensive annual reports of their activities. One good example is the 1976 annual report of the Office of Staff and Instructional Development at Leeward Community College in Hawaii, which describes both staff development and program development activities, as well as an "integrated developmental skills" program.

The dissemination half of this seventh step requires the evaluator to decide who should see the results of an evaluation, what kinds of outcomes should be reported for what purposes, and when and in what form results should be presented. Probably he or she will have to prepare two or three different reports: a formative evaluation report for those involved in developing and implementing the project, a summative report for the project director and program supervisors, and finally one or more condensed versions for the various publics of the college or for other external agencies such as private foundations and federal government groups.

prospects for the future

Presently there is little evidence that staff development programs are being evaluated effectively in community colleges. In institutions where evaluation is taking place, it tends to be either anecdotal or limited to elementary descriptions of the numbers and types of staff members who have participated in various activities. If present programs are to be continued, long-term organizations are to be created, and more "hard" money is to be committed, then staff development specialists will have to carry out their evaluation responsibilities more carefully and completely. Assessments must be made in order to show that funds spent on inservice training do make a difference in student learning and staff growth.

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Materials for further assistance,
from the ERIC Clearinghouse for
Junior Colleges.

sources and information: developing staff potential

andrew alvarado
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Since this issue of *New Directions for Community Colleges* concerns faculty development programs in the public two-year colleges in the United States and Canada, references cited in this section were selected for their relevance to that topic. Most of the citations are part of the ERIC collection and can be identified by the ED number following the citation.

Scholars and practitioners both indicate a need to maximize the quality of educational services offered by community colleges. To this end, efforts are being made to improve the institutions' major resource, their faculties. These efforts gain particular significance when one considers the staffing projections for the community colleges by Cartter and Salter (1975), who inform decision-makers that the need for new faculty members will diminish considerably by the mid 1980s. The consequent reduction in the number of new-hires accentuates the need for more staff and faculty professional development on a broader scope than in the past if the community colleges are to achieve standards of excellence.

Almost everyone concerned with the issue agrees on the need for professional growth and improvement. There is less than complete agreement, however, about how the programs should be implemented and how much emphasis should be given to certain activities as compared to others. Since each institution's staffing needs are unique, national consensus is probably impossible. Thus, the best prescription for designing a program for a certain college is to give adequate consideration to that uniqueness. Many of the references cited here report particular community colleges' successful experiences with faculty development programs.

preparing, organizing, programming

An essential part of developing programs to improve the professional skills of the community college staff is determining the needs of the institution, its students, and its community. Sylves (1974) queried faculty members and administrators in eight New York community colleges in order to assess their staff development needs. The next step was to ascertain what courses and educational programs SUNY-Buffalo should develop to meet those needs. Information about the expressed needs of the respondents is included in his report.

Also important is the way the professional development enterprise is organized. Aided by funding from the W. K. Kellogg Foundation, Los Medanos Community College (California) began a comprehensive program to serve staff members at all levels of the institution. Its success is attributed to the high visibility given the role of the coordinator as a central administrator reporting directly to the president of the college. Kellams (1974) suggests that having faculty members do research can enhance their professional development. Research activities designed to increase their knowledge of their subject and to improve instructional methods should be part of the faculty development efforts of the institution.

Means to integrate new employees are needed too. The Faculty Mentor Program at William Rainey Harper College (Illinois) is intended to provide continuous support and assistance for novice faculty members. This coordinated effort, involving mid-level administrators, senior faculty members, and new teachers, is described in *New Learner, New Clientele* (1976).

Colleges that offer comprehensive vocational education programs are among those that feel most acutely the need to encourage their faculty members to participate in renewal activities, because rapid changes in technology threaten to make much of this type of instruction obsolete. Ward (1976) reports on the Oregon Institute of Technology program for helping its teachers keep abreast of changes in their disciplines by constant interaction with the business and industrial communities. In the expert-in-residence program, an example of this interaction, industrial, governmental, and other community leaders are invited to visit the campus. These visits are structured so as to promote interaction among the visitors and the faculty and students. Campus residence facilities are made available to the visitors, who frequently stay for periods lasting up to five days.

role of the graduate schools

Gilbert (1971) reports a movement in graduate schools toward designing courses and programs to train community college instructors and a shift away from the former practice of recruiting community college instructors from the high schools. Despite this movement, community college teachers frequently find themselves ill-prepared by the graduate schools, especially to teach humanities and science courses, observe Brawer (1975) and Phillips (1975). Improved cooperation appears to be needed between the colleges and the graduate schools. Indiana State University, supported by a grant from the National Science Foundation, has instituted a program for this purpose (Phillips, 1975). In a paper presented at the Conference on Graduate Education and the Community College, Collins and Case (1974) express this same concern, that most graduate schools do not meet the professional development needs of community college faculty. On the other hand, most two-year institutions are themselves unable to provide adequate faculty development programs because of limited financial resources.

In a paper presented at the conference on Graduate Education and Community Colleges, O'Banion (1975) describes recent developments in graduate education pertinent to preservice and inservice professional development. Some of the new forms include programs offered by the Union Graduate School in Yellow Springs, Ohio; Nova University in Florida; and the Humanistic Psychology Institute in San Francisco. These programs, which emphasize meeting the needs of the individual student as a whole person, are more flexible in their instructional modes, organization, and faculty-student roles than the more traditional graduate schools. O'Banion praises these efforts, suggesting that their rise and success are partly due to neglect by the traditional graduate schools of the requirements of community college teachers. Tillery (1975), too, feels that the newer programs better prepare their graduates to serve as instructors in the two-year colleges. In the field-based program offered since 1972 by Nova University, students continue working at their respective community colleges and are thus better able to integrate theory with the actual problems they face in their work. Coordination and good communication are very important for the success of the program. The Nova faculty members meet with the students, who are organized into learning clusters at sites throughout the country.

A different approach to the preparation of community college instructors, to be taken by traditional graduate institutions, is suggested by Cohen (1975), who prescribes an interdisciplinary Doctor of Arts degree. He proposes that the graduate schools conduct instruction on the college campuses, using local faculty members to do some of the teaching. Even those not actually enrolled in the degree program would benefit, as mid-level administrators and faculty members would improve their supervisory and teaching skills by participating in workshops, lectures, and other learning experiences offered by the university.

developing administrators and other staff members

Although most of the literature describes development activities for teachers, a few programs are concerned with other members of the staff as well. Still aimed at instructors, but taking a very different slant, is the College of DuPage Administrative Internship Program (1976). This program is unusual, and perhaps unique, in providing an opportunity for selected faculty members to gain broad administrative experience in key positions. It seeks not only to broaden individual interns' experience, but also to promote empathy among faculty members and administrators and to develop a pool of administrative talent for the college.

One continuing staff development program that includes administrative and classified staff as well as the faculty has been in operation since fall 1975 at Oakton Community College (Illinois). There, a staff development committee composed of representatives from each segment of the college meets to review proposals for prospective workshops and evaluate completed modules (as the program's seminars and minicourses are called). Participation in this program, which is described by Mittler and Dolan (1975), is voluntary, although extensive interest and involvement have been evident. The staff development plan at Southeastern Community College (North Carolina) is another coordinated, collegewide program for all staff members. Its rationale, development, and implementation are explained by McCarter and Grigsby (1976), who offer not only detailed descriptions of how the plan applies to each group (the faculty, administrators and counselors, secretaries, and maintenance personnel) but also the evaluation forms. The forms used in administering staff development programs in Florida's twenty-eight public community colleges are supplied in another ERIC document (*Staff and Program Development...*, 1976), which summarizes the staff and program development projects at each of these institutions.

staff development in perspective

One of the most complete portrayals of faculty development was given in the first issue of *New Directions for Community Colleges*, subtitled *Toward a Professional Faculty* (Cohen, 1973). This volume examines the factors which enhance or retard teachers' professionalization. Administrator-instructor relationships, faculty organizations, patterns of preparation, inservice training, and faculty participation in decision making are among topics considered. The ERIC Clearinghouse for Junior Colleges has compiled abstracts of published and unpublished materials concerning community college faculty (*About the Faculty*, 1976), including the subjects of preparation, staff development, and faculty evaluation.

Four conference reports included in the ERIC system record the proceedings of recent national and international meetings which have addressed the topic of staff development. Hammons (1975) has edited the proceedings of the Conference on Questions and Issues on Planning Community College Staff Development Programs. Descriptions of successful staff development programs in large, medium, and small institutions are included, as well as a valuable survey of the state of the art and a discussion of subjects in need of research. Peterson's compilation of the 1975 Squaw Valley Conference depicts the prescribed problem-solving process that the participants used to develop a staff development effort for a simulated community college: brainstorming, needs assessment, resource specification, strategy development, evaluation, and redesign.

Educators who teach or administer in vocational-technical programs, or, for that matter, at any comprehensive community college, will find invaluable Doty and Gepner's two-volume conference proceedings (1976a, b). The career development of administrators, court decisions affecting teacher evaluation, and preparing teachers to deal with nontraditional students are among the many issues considered. In addition, the second volume describes vocational-technical faculty development programs at twenty-five colleges in seventeen different states.

Finally, the conference papers of the Sixth Annual International Institute on the Community College (Delgrosso and Allan, [1976]) deal with many topics of interest to community college educators in the United States and Canada. Among the subjects discussed are personhood development in the community college and staff development as institutional change.

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